

11. DISCUSSION ITEMS – Revised Courses/CORS – First Reading

- a. ENGL 101 – *Freshman Composition 3 units, 3 hours weekly
Title Change to: Academic Composition
- b. ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis 3 units, 3 hours weekly
Title Change to: Critical Thinking and Literature
- c. ENGL 103 – *A Critical Approach to Reading, Writing and Research 3 units, 3 hours weekly
Title Change to: Critical Thinking and Research
- d. ENGL 225 – *English Literature 800-1750 3 units, 3 hours weekly
- e. ENGL 226 – *English Literature 1750-1900 3 units, 3 hours weekly
- f. ENGL 259 – *Images of Women in Literature 3 units, 3 hours weekly
Title Change to: Gender, Image, and Rhetoric
- g. ENGL 299 – *Special Topics in Literature: Contemporary American Literature (1945-Present) 3 units, 3 hours weekly
- h. ESL 018 – ESL Reading and Writing 1 3 units, 3 hours weekly
- i. ESL 019 – ESL Skills Building 1 5 units, 5 hours weekly
- j. ESL 020 – ESL Vocabulary and Pronunciation 2 4 units, 4 hours weekly
- k. ESL 023 – ESL Grammar 2 3 units, 3 hours weekly
- l. ESL 028 – ESL Reading and Writing 2 3 units, 3 hours weekly
- m. ESL 029 – ESL Skills Building 2 5 units, 5 hours weekly
- n. ESL 030 – ESL Vocabulary and Pronunciation 3 4 units, 4 hours weekly
- o. ESL 033 – ESL Grammar 3 3 units, 3 hours weekly
- p. ESL 038 – ESL Reading and Writing 3 3 units, 3 hours weekly
- q. ESL 039 – ESL Skills Building 3 5 units, 5 hours weekly
- r. ESL 040 – ESL Vocabulary and Pronunciation 4 4 units, 4 hours weekly
- s. ESL 043 – ESL Grammar 4 3 units, 3 hours weekly
- t. ESL 048 – ESL Reading and Writing 4 3 units, 3 hours weekly
- u. ESL 049 – ESL Skill Building 4 5 units, 5 hours weekly
- v. ESL 058 – ESL Reading and Writing 5 3 units, 3 hours weekly
- w. ESL 059 – ESL Skill Building 5 5 units, 5 hours weekly
- x. CA 171 – *Introduction to Networking 3 units, 4 hours weekly
- y. CA 176 – *Windows 2003 Networking 3 units, 4 hours weekly
Title Change to: Windows Server Networking
- z. CA 182 – *Network Security 3 units, 4 hours weekly
Prerequisite: Completion of CA 171 or CA 176
Advisory: Eligibility for ENGL 099, READ 099 and MATH 102

Revised to:

Advisory: Completion of CA 17 for CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102

- aa. SOC 110 – *Ethnic Relations 3 units, 3 hours weekly
- bb. CFE 109 – *Supervision and Administration of Childhood I 3 units, 3 hours weekly
- cc. CFE 110 – *Supervision and Administration of Childhood II 3 units, 3 hours weekly
- dd. CFE 115 – *Guiding Children’s Behavior 3 units, 3 hours weekly
- ee. CFE 122 – *Infant/Toddler Strategies 3 units, 3 hours weekly
- ff. CFE 169 – *Foster Parenting the Emotionally Disturbed Child 1 unit, 18 hours total
- gg. CFE 201 – *Child Development Practicum 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Observation and Assessment
- hh. CFE 202 – *Child Development Practicum 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Emergent Leadership
- ii. SPAN 101 – *Elementary Spanish 1 5 units, 5 hours weekly
- jj. SPAN 102 – *Elementary Spanish 2 5 units, 5 hours weekly
- kk. SPAN 201 – *Intermediate Spanish 1 5 units, 5 hours weekly
- ll. SPAN 202 – *Intermediate Spanish 2 5 units, 5 hours weekly
- mm. SPAN 203 – *Advance Spanish 3 units, 3 hours weekly

12. ACTION ITEMS – Revised Distance Education Courses – First Reading

- a. ENGL 101 – *Freshman Composition 3 units, 3 hours weekly
Title Change to: Academic Composition
Revised online equivalent
- b. ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis 3 units, 3 hours weekly
Title Change to: Critical Thinking and Literature
Revised online equivalent
- c. ENGL 103 – *A Critical Approach to Reading, Writing and Research 3 units, 3 hours weekly
Title Change to: Critical Thinking and Research
Revised online equivalent
- d. ESL 018 – ESL Reading and Writing I 3 units, 3 hours weekly – Revised hybrid equivalent
- e. ESL 023 – ESL Grammar 2 3 units, 3 hours weekly – Revised hybrid equivalent
- f. ESL 028 – ESL Reading and Writing 2 3 units, 3 hours weekly – Revised hybrid equivalent
- g. ESL 033 – ESL Grammar 3 3 units, 3 hours weekly – Revised hybrid equivalent
- h. ESL 038 – ESL Reading and Writing 3 3 units, 3 hours weekly – Revised hybrid equivalent
- i. ESL 043 – ESL Grammar 4 3 units, 3 hours weekly – Revised hybrid equivalent
- j. ESL 048 – ESL Reading and Writing 4 3 units, 3 hours weekly – Revised hybrid equivalent
- k. ESL 058 – ESL Reading and Writing 5 3 units, 3 hours weekly – Revised hybrid equivalent
- l. CA 171 – *Introduction to Networking 3 units, 4 hours weekly – Revised hybrid equivalent

13. ACTION ITEMS – New Community Service Offering – Second Reading

- a. Seven Spiritual Laws of Yoga – Annette White
- b. Photoshop from the Pros – Cynthia Kincaid

14. DISCUSSION ITEMS – New Community Service Offering – First Reading

- a. How to Become a Debt-Free Real Estate Investor – Seewing Yee
- b. Busy Mom's Book Club – Ellen Coleman
- c. Profitable Selling for Small Business – Asim Khan
- d. Fundraising Fundamentals – John Drew
- e. Grant Writing – Intermediate – John Drew

15. ACTION ITEMS – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 11/12/09 meeting.)

- a. NA 101 – Nurse Aide
- b. NA 102- Pharmacology for Certified Nurse Aides
- c. HHA 102 Home Health Aide
- d. CULA 120 – Introduction to Wines
- e. CULA 121 – Wines and Food
- f. CULA 122 – Sensory Evaluation of Wines
- g. CULA 123 – Introduction to Wines of Unique and Emerging Regions
- h. BASL 910 – Cat. A & B Life and Workplace Skills
- i. BASM 903 – Cat. A: Mathematics
- j. BASM 904 – Cat. B: Mathematics
- k. BASO 900 – Cat. A & B Pathways to Success
- l. BASR 906 – Cat. A: Reading/Writing
- m. BASR 907 – Cat. B: Reading/Writing
- n. SEN 901 – Creative Retirement
- o. SEN 910 – Healthy Nutrition for Seniors
- p. SEN 920 – Gen through Photo and Journals
- q. WFDV 901 – Self Sufficiency Through Personal Development
- r. WFDV 902 – Self Sufficiency Through Job Readiness
- s. WFDV 903 – Self Sufficiency Through Job Retention
- t. WFDV 904 – Self Sufficiency Through Career Awareness

16. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Business and Computer Studies

- a. ACCT 111 – Bookkeeping (Rcvd 11/13/09)
- b. ACCT 113 – Bookkeeping II
- c. ACCT 121 – Microcomputer Accounting
- d. ACCT 201 – Financial Accounting
- e. ACCT 205 – Managerial Accounting
- f. BUS 101 – Introduction to Business
- g. BUS 105 – Business Mathematics
- h. BUS 113 – Business Communications
- i. BUS 212 – Women in Organization
- j. CA 121 – Microcomputer Spreadsheets
- k. CA 131 – Microcomputer Database Management
- l. CA 133 – Oracle PL/SQL Programming (Second Reading 11/12/09; Pending revisions)
- m. CA 171 – Introduction to Networking (In process)
- n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
- o. CA 182 – Network Security (Technical Review 10/27/2009; In process)
- p. CA 221 – Computer Concepts & Appl Business
- q. CIS 101 – Intro Computer Info Science
- r. CIS 111 – Intro Programming & Algorithms
- s. CIS 113 – Data Structures

- t. CIS 123 – Assem Lang & Computer Architec
- u. CIS 141 – Intro Basic Programming
- v. CIS 174 – Intro to C#.NET Programming (Agenda ready; In process)
- w. CIS 175 – Java Programming
- x. MGT 121 – Human Resources Management
- y. MKTG 101 – Principles of Marketing
- z. OT 105 – Beginning Keyboarding Technique
- aa. OT 113 – Adv MS Word (No SLO)
- bb. OT 201 – Admin Office Procedures

Health Sciences

- a. CFE 109 – Supvn Admin Childhood Prog I (Tech Rvw 11/4/09; Pending Faculty Revisions)
- b. CFE 110 – Supvn Admin Childhood Prog II (Tech Rvw 11/4/09; Pending Faculty Revisions)
- c. CFE 115 – Guiding Children’s Behavior (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- d. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- e. CFE 169 – D Rate Pre-Service Training (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- f. HHA 102 – Home Health Aide (Obsolete memo in process)
- g. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 101 – Freshman Composition (1st reading 5/14/09; Technical review 10/27/09; In process)
- c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; In process)
- d. ENGL 226 – English Literature 1750-1900 (Tech Review 11/4/09; In process)
- e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- g. ENGL 259 – Images of Women in Literature (Rcvd 11/19/2009; In process)
- h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; In process)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; In process)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; In process)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; In process)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; In process)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; In process)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; In process)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; In process)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; In process)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; In process)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; In process)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; In process)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; In process)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; In process)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; In process)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; In process)
- y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)
- aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009; In process)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
- dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009; In process)
- ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009; In process)

Math/Science and Engineering

- a. DRFT 130 – Architectural Drafting I
- b. DRFT 240 – Electronic Drafting
- c. ENGR 130 – Materials Science
- d. ENGR 130L – Materials Science Lab
- e. ENGR 210 – Statics

- f. MATH 070B – Elementary Algebra – 2nd Half (Rcvd 11/17/09; Tech Rvwd 11/31/09)
- g. MATH 080 – Plane Geometry (Rcvd 11/12/09; Tech Rvwd 11/31/09)

Noncredit

- a. BASL 910 – Cat. A & B Life and Workplace Skills (Obsolete memo rcvd 10/29/09; In process)
- b. BASM 903 – Cat. A: Mathematics (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- c. BASM 904 – Cat. B: Mathematics (Obsolete memo rcvd 10/29/09; In process)
- d. BASO 900 – Cat. A & B Pathways to Success (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- f. BASR 907 – Cat. B: Reading/Writing (Obsolete memo rcvd 10/29/09; In process)
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO)
- j. LAC 941 – Special Topics in WFDV (No SLO)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- l. SEN 901 – Creative Retirement (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- n. SEN 920 – Gen through Photo and Journals (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- q. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- r. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- s. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Dev.(No SLO) (Obsolete memo rcvd 10/29/09; In process)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO) (Obsolete memo rcvd 10/29/09; In process)

Physical Education & Athletics

- a. PE 190 – Introduction to Physical Education
- b. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

- a. PSY 215 – Psychology of Prejudice
- b. PSY 235 – Child Psychology
- c. WE 199 – Work Experience

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
- c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009)
- d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009)
- e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009)
- f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009)
- g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009)
- h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009)
- i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009)
- j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009)
- k. FTEC 102 – (I-200) Bas Incd Comm Sys
- l. FTEC 120 – (S-212) Wildfire Powersaws
- m. FTEC 122 – Wildland Firefighter
- n. FTEC 125 – Haz Mat First Responder Operations
- o. FTEC 126 – Wildland Fire behavior
- p. FTEC 127 – Wildland Firefighter Safety and Survival
- q. FTEC 128 – Wildland Fire Operations
- r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- t. FTEC 131 – (L-280) Followership to Leadership
- u. FTEC 132 – (S-131) Advanced Firefighter Training
- v. FTEC 137 – (S-211) Portable Pumps and Water Use

- w. FTEC 138 – Wildland Engine Firefighter
- x. FTEC 150 – (S-270) Basic Air Operations
- y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
- c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
- d. THA 105 – Introduction to Lighting Design (No SLO)
- e. THA 120D – Rehearsal and Performance: Children’s Theatre (Technical Review 5/2009: pending revisions)

17. ADJOURNMENT

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NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate’s Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: December 10, 2009
LOCATION: TE7 103 – Computer Room
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Vickie Beatty (proxy)	Cynthia Littlefield, Faculty	Linda Harmon, Faculty	John Burns
Beverly Beyer, Faculty	Scott Lee, Faculty	Sheronda Myers, Voting	Angela Davis
Maria Clinton, Cochair	Mrs. Sharon Lowry, V. P.	ASO	Mark Hoffer
De'Nean Coleman-Carew, Faculty	Academic Affairs	David Newman, Faculty	Scott Jenison
Margaret Drake, Dean	Rick Motawakel, Faculty	LaDonna Trimble, Dean	Asim Khan
Tooraj Gordi, Faculty	David Newby, Faculty		Melanie Parker
Lee Grishman, Articulation	Duane Rumsey, Faculty		Mike Rios
Jessica Harper (proxy)	Les Uhazy, Dean		
	Darcy Wiewall, Faculty		

2009-2010
Academic Policies & Procedures Committee Meeting No. 7
MINUTES

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the December 10, 2009 AP&P Committee Meeting to order at 3:11 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:11 p.m. Motion carried. Ms. Maria Clinton stated that Melissa Jauregui contacted Steve Thyberg and he stated that since we have already provided him with all the material necessary to implement our document format on CurricUNET that a meeting this month was not necessary. The next CurricUNET meeting will be in January.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

a. **Scott Lee** - Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee
Ms. Maria Clinton announced that Mr. Scott Lee was appointed to the Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee for 2009-10. Mr. Scott Lee explained briefly his new title and role on the Academic Senate for California Community Colleges Counseling and Library Faculty Issues Committee.

3. APPROVAL OF MINUTES – November 12, 2009

A motion was made and seconded to approve the November 12, 2009 Academic Policies and Procedures committee meeting minutes. De'Nean Coleman-Carew was not listed as an attending member and should be added. Motion carried as amended.

4. INFORMATIONAL ITEMS (5 minutes each)

a. **Revising the Diversity Studies Requirement Statement – Maria Clinton**

Ms. Maria Clinton stated that Mr. Christos Valiotis, Academic Senate President, met at the state level and reported back to her on his findings. Unfortunately, at this time Ms. Clinton has not had a chance to review all the material that was given to her but plans to do that over the intersession break. Ms. Maria Clinton will report back to AP&P in a memo format on the Mr. Valiotis' findings and the courses offered as diversity studies. She will then allow the committee to vote as to whether it wishes to make changes to the current description or if it would rather wait until the Title 5 language is finalized before making revisions.

b. **Work Experience Program – Maria Clinton**

Ms. Maria Clinton stated that the Work Experience program is a much larger topic than originally anticipated and she will need the intersession break to review all the material on this topic. She will also report back to the committee with recommended Course Outline of Records and a compilation of other issues surrounding this topic that AP&P will need to consider since the college wishes to bring this program back in the Fall of 2010. Mrs. Maggie Drake stated that she received paperwork requesting a proposed work experience plan for Antelope Valley College and she was not sure whether that should be sent to Dr. Tom O'Neil, Dean of Business and Computer Studies and Dean of Social and Behavioral Sciences / FACE. Dr. Tom O'Neil stated that he also received that request and his office has been working

the proposed work experience plan. He also stated that his office will have a copy of the plan sent to Ms. Maria Clinton when it was completed.

5. REPORTS (10 minutes each)

6. DISCUSSION ITEMS (10 minutes each)

a. LAS Degree Requirements

Ms. Maria Clinton introduced the LAS document on page 17 of the online packet. She explained that the red writing in the left column was the current language that needed revision. She stated that the blue writing in the right column was the proposed changes to the current LAS language. It was noted that there was a typo in the first bullet of the blue section, "...core courses in order to qualify [for] the degree..." It was suggested that the word "for" be added to make the statement complete.

b. Corporate and Community Education – New forms for review

Ms. Maria Clinton stated that the Corporate and Community Education department along with Beverly Beyer have reviewed the current forms and the suggestions made by AP&P and have proposed these three documents to replace the current forms. Ms. Clinton requested Mrs. Beverly Beyer to explain the changes made to the current process and how the proposed forms will be used in the future. Mrs. Beyer explained that the first page is a memo that will be an introduction to the course proposal that will be sent to the AP&P representative for signature, page two if the Course information form that now includes a break down of the hours and course meeting along with the instructor biography. Mrs. Beyer continued to explain that for those courses that require discipline faculty approval, page three will be used and in the event that there are not enough lines for the faculty to sign on the back can be used or simply attach another division faculty approval sheet. Some comments were made about how clean and concise these forms now seem to be and additional conversations took place. Dr. Les Uhazy suggested a minor revision to the first line of the memo "...is committed to introducing another segment of the community to the many wonderful..." He recommended that the words "another segment" be removed to allow for a better sentence structure. The recommendation was noted and Mrs. Beyer stated that she would then change the document.

7. ACTION ITEMS – Catalog Revisions

a. LAS Degree Requirements

A motion was made and seconded to approve the LAS degree as amended. Ms. Maria Clinton requested a motion to approve the LAS degree as amended unless additional discussion was needed. Motion carried.

b. Corporate and Community Education – New forms for review

A motion was made and seconded to approve the Corporate and Community Education forms as amended. Ms. Maria Clinton requested a motion to approve the Corporate and Community Education forms as amended unless additional discussion was needed. Motion carried.

8. ACTION ITEMS – Revised Courses/CORS – Third Reading

a. CA 133 – *Oracle PL/SQL Programming

3 units, 4 hours weekly

Revised: Use of Acronyms throughout COR

A motion was made and second to approve the revisions made to the Course Outline of Record for CA 133 Oracle PL/SQL Programming. Ms. Maria Clinton stated that all changes requested during the second reading have been made to the Course Outline of Record. Motion carried.

9. ACTION ITEMS – Revised Courses/CORS – Second Reading

a. CIS 174 – *Introduction to C#.NET Programming

3 unit, 4 hours weekly

Prerequisite: Completion of CIS 111

Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 130

Revised to:

Advisory: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and Eligibility for MATH 102

A motion was made and second to approve the revisions made to the Course Outline of Record for CIS 174 Introduction to C#.NET Programming. Ms. Maria Clinton stated that all changes requested during the first reading have been made to the Course Outline of Record. Motion carried. A motion was made and second to approve the content review for CIS 174 Introduction to C#.NET Programming. Motion carried.

10. ACTION ITEMS – New Distance Education Courses – Second Reading

a. CIS 174 – *Introduction to C#.NET Programming

3 unit, 4 hours weekly – New Hybrid

(No Xeroxing required.)

A motion was made and second to approve the new Hybrid Distance Education course for CIS 174 Introduction to

C#.NET Programming. Ms. Maria Clinton stated that all changes requested during the first reading have been made to the distance education proposal. Motion carried.

11. DISCUSSION ITEMS – Revised Courses/CORS – First Reading

- a. **ENGL 101 – *Freshman Composition** **3 units, 3 hours weekly**

Title Change to: Academic Composition

- b. **ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis** **3 units, 3 hours weekly**

Title Change to: Critical Thinking and Literature

- c. **ENGL 103 – *A Critical Approach to Reading, Writing and Research** **3 units, 3 hours weekly**

Title Change to: Critical Thinking and Research

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 101 Freshman Composition, ENGL 102 Freshman Composition II, and ENGL 103 A Critical Approach to Reading, Writing and Research. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record for each course in addition to an explanation for the title changes to these three courses. Several members of the committee felt that the new title was more descriptive of the course, while other members of the committee expressed concerns with changing the courses titles. A small discussion ensued regarding the description of ENGL 102 and ENGL 103 and the use of the word “Advanced”. Mr. Mark Hoffer ensured the committee that the use of the word “Advanced” and the title changes were preferred among the English faculty and requested that the word remain in the description and the titles remain as requested. Motion carried.

- d. **ENGL 225 – *English Literature 800-1750** **3 units, 3 hours weekly**

- e. **ENGL 226 – *English Literature 1750-1900** **3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 225 English Literature 800-1750, and ENGL 226 English Literature 1750-1900. Mr. Mark Hoffer was present and gave a brief description of the revisions made to each Course Outline of Record. A concern was made by Jessica Harper on behalf of Dr. David Newman, AP&P Representative for Math, Science and Engineering, regarding the large range provided in the other assignments section of the homework hours. A small discussion ensued regarding the appropriateness of using a range for homework hours instead of providing a weekly single number average for each homework hour section. Mrs. Maggie Drake stated that in the past it was decided that a single number was most appropriate rather than the use of a range. Ms. Maria Clinton requested Mrs. Melissa Jauregui, Academic Affairs Technician, to contact Mr. Steve Thyberg of Governet to determine if the new CurricUNET software will allow a range in this field of the program. Mrs. Sharon Lowry stated that she would research this at the state level and requested that Ms. Maria Clinton contact the previous AP&P Cochair, Ms. Debra Charlie to determine whether this was discussed in the past. Mrs. Sharon Lowry also requested that Mrs. Melissa Jauregui conduct research on current curriculum practices in regards to homework hours across Antelope Valley College. Motion tabled.

- f. **ENGL 259 – *Images of Women in Literature** **3 units, 3 hours weekly**

Title Change to: Gender, Image, and Rhetoric

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 259 Images of Women in Literature. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment the committee decided to approve the revisions and title change as long as the use of a range in the homework hours is approved by the state. Motion carried.

- g. **ENGL 299 – *Special Topics in Literature: Contemporary American Literature (1945-Present)**

3 units, 3 hours weekly

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ENGL 299 Special Topics in Literature: Contemporary American Literature. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, a brief conversation took place regarding special topic course revisions needing to be more general. Mrs. Sharon Lowry requested that the COR be revised to be more general and stated that the individual topics offered through ENGL 299 does not need to be approved by this committee. Mr. Hoffer expressed concerns that the COR has been revised several times with a specific topic listed and wondered if a general COR was on file. Mrs. Melissa Jauregui was asked to send Mr. Mark Hoffer the most current general COR that was in the course file. Motion failed.

- h. **ESL 018 – ESL Reading and Writing 1** **3 units, 3 hours weekly**

A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 018 ESL Reading and Writing 1. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, a short conversation ensued regarding the repeatability of each ESL course. It was decided that Mr. Scott Jenison would adjust the repeatability of the ESL course by changing those with a number less than 028 to have a repeatability of two and those courses that are 028 or higher to have a repeatability of

one. Ms. Maria Clinton stated that page two of the Course Outline of Record was missing. Mr. Scott Jenison was asked to make the repeatability revision and resubmit the COR to AP&P for review. Motion failed.

- i. **ESL 019 – ESL Skills Building 1** **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 019 ESL Skills Building 1. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and the repeatability of the course and resubmit the COR to AP&P for review. Motion failed.
- j. **ESL 020 – ESL Vocabulary and Pronunciation 2** **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 020 ESL Vocabulary and Pronunciation 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- k. **ESL 023 – ESL Grammar 2** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 023 ESL Grammar 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course repeatability and resubmit the COR to AP&P for review. Motion failed.
- l. **ESL 028 – ESL Reading and Writing 2** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 028 ESL Reading and Writing 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives, repeatability, and homework item 1 and resubmit the COR to AP&P for review. Motion failed.
- m. **ESL 029 – ESL Skills Building 2** **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 029 ESL Skills Building 2. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and other assignment homework hours and resubmit the COR to AP&P for review. Motion failed.
- n. **ESL 030 – ESL Vocabulary and Pronunciation 3** **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 030 ESL Vocabulary and Pronunciation 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and other assignment homework hours and resubmit the COR to AP&P for review. Motion failed.
- o. **ESL 033 – ESL Grammar 3** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 033 ESL Grammar 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that all requested revisions were in line with current standards. Motion carried.
- p. **ESL 038 – ESL Reading and Writing 3** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 038 ESL Reading and Writing 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- q. **ESL 039 – ESL Skills Building 3** **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 039 ESL Skills Building 3. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- r. **ESL 040 – ESL Vocabulary and Pronunciation 4** **4 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 040 ESL Vocabulary and Pronunciation 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to

the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.

- s. **ESL 043 – ESL Grammar 4** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 043 ESL Grammar 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course repeatability and resubmit the COR to AP&P for review. Motion failed.
- t. **ESL 048 – ESL Reading and Writing 4** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 048 ESL Reading and Writing 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and homework item 1 before resubmitting the COR to AP&P for review. Motion failed.
- u. **ESL 049 – ESL Skills Building 4** **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 049 ESL Skills Building 4. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- v. **ESL 058 – ESL Reading and Writing 5** **3 units, 3 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 058 ESL Reading and Writing 5. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- w. **ESL 059 – ESL Skill Building 5** **5 units, 5 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for ESL 059 ESL Skills Building 5. Mr. Scott Jenison was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. Scott Jenison would make revisions to the course objectives and resubmit the COR to AP&P for review. Motion failed.
- x. **CA 171 – *Introduction to Networking** **3 units, 4 hours weekly**
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 171 Introduction to Networking. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.
- y. **CA 176 – *Windows 2003 Networking** **3 units, 4 hours weekly**
Title Change to: Windows Server Networking
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 176 Windows 2003 Networking. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.
- z. **CA 182 – *Network Security** **3 units, 4 hours weekly**
Prerequisite: Completion of CA 171 or CA 176
Advisory: Eligibility for ENGL 099, READ 099 and MATH 102
Revised to:
Advisory: Completion of CA 171 or CA 175 and Eligibility for ENGL 099, READ 099 and MATH 102
A motion was made and seconded to approve the revisions made to the Course Outline of Record for CA 182 Networking Security. Mr. John Burns was present and gave a brief description of the revisions made to the Course Outline of Record. After a brief moment, it was decided that Mr. John Burns would make revisions to the suggested text, removing the ISBN and including the publisher along with correcting the acronyms and reconsidering the scans competency before resubmitting the COR to AP&P for review. Motion failed.
- aa. **SOC 110 – *Ethnic Relations** **3 units, 3 hours weekly**
- bb. **CFE 109 – *Supervision and Administration of Childhood I** **3 units, 3 hours weekly**

- cc. **CFE 110 – *Supervision and Administration of Childhood II** 3 units, 3 hours weekly
- dd. **CFE 115 – *Guiding Children’s Behavior** 3 units, 3 hours weekly
- ee. **CFE 122 – *Infant/Toddler Strategies** 3 units, 3 hours weekly
- ff. **CFE 169 – *Foster Parenting the Emotionally Disturbed Child** 1 unit, 18 hours total
- gg. **CFE 201 – *Child Development Practicum** 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Observation and Assessment
- hh. **CFE 202 – *Child Development Practicum** 3 units, 6 hours weekly
Title Change to: Child Development Practicum – Emergent Leadership
- ii. **SPAN 101 – *Elementary Spanish 1** 5 units, 5 hours weekly
- jj. **SPAN 102 – *Elementary Spanish 2** 5 units, 5 hours weekly
- kk. **SPAN 201 – *Intermediate Spanish 1** 5 units, 5 hours weekly
- ll. **SPAN 202 – *Intermediate Spanish 2** 5 units, 5 hours weekly
- mm. **SPAN 203 – *Advance Spanish** 3 units, 3 hours weekly

A motion was made and seconded to table agenda items 11 aa-mm due to lack of time. Ms. Maria Clinton stated that due to lack of time these items will be place on the February 11, 2009 AP&P agenda. Motion carried.

12. ACTION ITEMS – Revised Distance Education Courses – First Reading

- a. **ENGL 101 – *Freshman Composition** 3 units, 3 hours weekly
Title Change to: Academic Composition
Revised online equivalent
- b. **ENGL 102 – *Freshman Composition II: Reasoning and Literary Analysis** 3 units, 3 hours weekly
Title Change to: Critical Thinking and Literature
Revised online equivalent
- c. **ENGL 103 – *A Critical Approach to Reading, Writing and Research** 3 units, 3 hours weekly
Title Change to: Critical Thinking and Research
Revised online equivalent

A motion was made and seconded to approve the revisions made to the Distance Education courses for ENGL 101, ENGL 102 and ENGL 103. Mr. Mark Hoffer was present and gave a brief description of the revisions made to the distance education proposal. After a brief moment, it was decided that all requested revisions were in line with current standards. Motion carried.

- d. **ESL 018 – ESL Reading and Writing I** 3 units, 3 hours weekly – Revised hybrid equivalent
- e. **ESL 023 – ESL Grammar 2** 3 units, 3 hours weekly – Revised hybrid equivalent
- f. **ESL 028 – ESL Reading and Writing 2** 3 units, 3 hours weekly – Revised hybrid equivalent

A motion was made and seconded to table agenda items 12 d-f since revisions were requested of the Course Outline of Record (COR). Ms. Maria Clinton stated that due to the revisions requested of the COR, the DE will be place on the February 11, 2009 AP&P agenda. Motion carried.

- g. **ESL 033 – ESL Grammar 3** 3 units, 3 hours weekly – Revised hybrid equivalent

A motion was made and seconded to approve the revisions made to the Distance Education courses for ESL 033. Mr. Scott Jenison was present and gave a brief description of the revisions made to the distance education proposal. After a brief moment, it was decided that Mr. Scott Jenison would make changes to the methods of instruction and resubmit for AP&P review. Motion failed.

- h. **ESL 038 – ESL Reading and Writing 3** 3 units, 3 hours weekly – Revised hybrid equivalent
- i. **ESL 043 – ESL Grammar 4** 3 units, 3 hours weekly – Revised hybrid equivalent
- j. **ESL 048 – ESL Reading and Writing 4** 3 units, 3 hours weekly – Revised hybrid equivalent
- k. **ESL 058 – ESL Reading and Writing 5** 3 units, 3 hours weekly – Revised hybrid equivalent
- l. **CA 171 – *Introduction to Networking** 3 units, 4 hours weekly – Revised hybrid equivalent

A motion was made and seconded to table agenda items 12 h-l since revisions were requested of the Course Outline of Record (COR). Ms. Maria Clinton stated that due to the revisions requested of the COR, the DE will be place on the February 11, 2009 AP&P agenda. Motion carried.

13. ACTION ITEMS – New Community Service Offering – Second Reading

- a. **Seven Spiritual Laws of Yoga – Annette White**
- b. **Photoshop from the Pros – Cynthia Kincaid**

A motion was made and seconded to approve the revisions made to Corporate and Community Education course offering Seven Spiritual Laws of Yoga, and Photoshop from the Pros. Ms. Maria Clinton stated that all changes requested by AP&P during the first reading have been made by the instructor. Motion carried.

14. DISCUSSION ITEMS – New Community Service Offering – First Reading

a. **How to Become a Debt-Free Real Estate Investor – Seewing Yee**

A motion was made and seconded to table agenda item 14a since Instructor Seewing Yee was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

b. **Busy Mom’s Book Club – Ellen Coleman**

A motion was made and seconded to table agenda item 14b since Instructor Ellen Coleman was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

c. **Profitable Selling for Small Business – Asim Khan**

A motion was made and seconded to approve the Corporate and Community Education course offering for Profitable Selling for Small Business. Mr. Asim Khan was present and gave a brief description of the course offering along with his background as the instructor. After a brief moment, it was decided that no revisions needed to be made and the course was acceptable. Motion carried.

d. **Fundraising Fundamentals – John Drew**

e. **Grant Writing – Intermediate – John Drew**

A motion was made and seconded to table agenda items 14d and 14e since Instructor John Drew was not present to discuss course offering proposal. Ms. Maria Clinton stated that due the absence of the instructor and dean, this Corporate and Community Education offering will be place on the February 11, 2009 AP&P agenda. Motion carried.

15. ACTION ITEMS – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 11/12/09 meeting.)

a. **NA 101 – Nurse Aide**

b. **NA 102- Pharmacology for Certified Nurse Aides**

c. **HHA 102 Home Health Aide**

d. **CULA 120 – Introduction to Wines**

e. **CULA 121 – Wines and Food**

f. **CULA 122 – Sensory Evaluation of Wines**

g. **CULA 123 – Introduction to Wines of Unique and Emerging Regions**

h. **BASL 910 – Cat. A & B Life and Workplace Skills**

i. **BASM 903 – Cat. A: Mathematics**

j. **BASM 904 – Cat. B: Mathematics**

k. **BASO 900 – Cat. A & B Pathways to Success**

l. **BASR 906 – Cat. A: Reading/Writing**

m. **BASR 907 – Cat. B: Reading/Writing**

n. **SEN 901 – Creative Retirement**

o. **SEN 910 – Healthy Nutrition for Seniors**

p. **SEN 920 – Gen through Photo and Journals**

q. **WFDV 901 – Self Sufficiency Through Personal Development**

r. **WFDV 902 – Self Sufficiency Through Job Readiness**

s. **WFDV 903 – Self Sufficiency Through Job Retention**

t. **WFDV 904 – Self Sufficiency Through Career Awareness**

A motion was made and seconded to approve items 15a-t to be made obsolete. Motion carried.

16. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Business and Computer Studies

a. ACCT 111 – Bookkeeping (Rcvd 11/13/09)

b. ACCT 113 – Bookkeeping II

c. ACCT 121 – Microcomputer Accounting

d. ACCT 201 – Financial Accounting

e. ACCT 205 – Managerial Accounting

f. BUS 101 – Introduction to Business

g. BUS 105 – Business Mathematics

h. BUS 113 – Business Communications

i. BUS 212 – Women in Organization

j. CA 121 – Microcomputer Spreadsheets

k. CA 131 – Microcomputer Database Management

l. CA 133 – Oracle PL/SQL Programming (Second Reading 11/12/09; Pending revisions)

m. CA 171 – Introduction to Networking (In process)

- n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; In process)
- o. CA 182 – Network Security (Technical Review 10/27/2009; In process)
- p. CA 221 – Computer Concepts & Appl Business
- q. CIS 101 – Intro Computer Info Science
- r. CIS 111 – Intro Programming & Algorithms
- s. CIS 113 – Data Structures
- t. CIS 123 – Assem Lang & Computer Architec
- u. CIS 141 – Intro Basic Programming
- v. CIS 174 – Intro to C#.NET Programming (Agenda ready; In process)
- w. CIS 175 – Java Programming
- x. MGT 121 – Human Resources Management
- y. MKTG 101 – Principles of Marketing
- z. OT 105 – Beginning Keyboarding Technique
- aa. OT 113 – Adv MS Word (No SLO)
- bb. OT 201 – Admin Office Procedures

Health Sciences

- a. CFE 109 – Supvn Admin Childhood Prog I (Tech Rvw 11/4/09; Pending Faculty Revisions)
- b. CFE 110 – Supvn Admin Childhood Prog II (Tech Rvw 11/4/09; Pending Faculty Revisions)
- c. CFE 115 – Guiding Children’s Behavior (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- d. CFE 122 – Infant Toddler Strategies (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- e. CFE 169 – D Rate Pre-Service Training (Tech Rvw 11/4/09; Revisions Rcvd 11/24/2009)
- f. HHA 102 – Home Health Aide (Obsolete memo in process)
- g. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

- a. LIB 107 – Information Competency

Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 101 – Freshman Composition (1st reading 5/14/09; Technical review 10/27/09; In process)
- c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; In process)
- d. ENGL 226 – English Literature 1750-1900 (Tech Review 11/4/09; In process)
- e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- g. ENGL 259 – Images of Women in Literature (Rcvd 11/19/2009; In process)
- h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; In process)
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; In process)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; In process)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; In process)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; In process)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; In process)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; In process)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; In process)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; In process)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; In process)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; In process)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; In process)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; In process)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; In process)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; In process)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; In process)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; In process)
- y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Tech rvw 10/27/2009; Pending revisions 11/4/09)
- aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009; In process)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09; In process)
- dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009; In process)
- ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009; In process)

Math/Science and Engineering

- a. DRFT 130 – Architectural Drafting I
- b. DRFT 240 – Electronic Drafting
- c. ENGR 130 – Materials Science
- d. ENGR 130L – Materials Science Lab
- e. ENGR 210 – Statics
- f. MATH 070B – Elementary Algebra – 2nd Half (Rcvd 11/17/09; Tech Rvwd 11/31/09)
- g. MATH 080 – Plane Geometry (Rcvd 11/12/09; Tech Rvwd 11/31/09)

Noncredit

- a. BASL 910 – Cat. A & B Life and Workplace Skills (Obsolete memo rcvd 10/29/09; In process)
- b. BASM 903 – Cat. A: Mathematics (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- c. BASM 904 – Cat. B: Mathematics (Obsolete memo rcvd 10/29/09; In process)
- d. BASO 900 – Cat. A & B Pathways to Success (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- f. BASR 907 – Cat. B: Reading/Writing (Obsolete memo rcvd 10/29/09; In process)
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO)
- j. LAC 941 – Special Topics in WFDV (No SLO)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- l. SEN 901 – Creative Retirement (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- n. SEN 920 – Gen through Photo and Journals (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- q. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- r. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- s. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Dev.(No SLO) (Obsolete memo rcvd 10/29/09; In process)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO) (Obsolete memo rcvd 10/29/09; In process)

Physical Education & Athletics

- a. PE 190 – Introduction to Physical Education
- b. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

- a. PSY 215 – Psychology of Prejudice
- b. PSY 235 – Child Psychology
- c. WE 199 – Work Experience

Technical Education

- a. ACRV 198 – Heating and Air Conditioning Seminars
- b. AUTO 276 – C.A. Clean Air Car Course (Rcvd 11/13/09)
- c. ELEC 110 – Fundamentals of Electricity (Rcvd 11/19/2009)
- d. ELEC 115 – Electrical Codes and Ordinances (Rcvd 11/19/2009)
- e. ELEC 120 – Residential Wiring (Rcvd 11/19/2009)
- f. ELEC 140 – Commercial/Industrial Wiring and Cabling (Rcvd 11/19/2009)
- g. ELEC 150 – Electrical Maintenance (Rcvd 11/19/2009)
- h. ELEC 160 – Fundamentals of Motor Control (Rcvd 11/19/2009)
- i. ELEC 220 – Advanced Motor Control – PLC (Rcvd 11/19/2009)
- j. ELEC 250 – Electricians Journeyman Review (Rcvd 11/19/2009)
- k. FTEC 102 – (I-200) Bas Incd Comm Sys
- l. FTEC 120 – (S-212) Wildfire Powersaws
- m. FTEC 122 – Wildland Firefighter
- n. FTEC 125 – Haz Mat First Responder Operations
- o. FTEC 126 – Wildland Fire behavior
- p. FTEC 127 – Wildland Firefighter Safety and Survival

- q. FTEC 128 – Wildland Fire Operations
- r. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- s. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- t. FTEC 131 – (L-280) Followership to Leadership
- u. FTEC 132 – (S-131) Advanced Firefighter Training
- v. FTEC 137 – (S-211) Portable Pumps and Water Use
- w. FTEC 138 – Wildland Engine Firefighter
- x. FTEC 150 – (S-270) Basic Air Operations
- y. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
- c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
- d. THA 105 – Introduction to Lighting Design (No SLO)
- e. THA 120D – Rehearsal and Performance: Children’s Theatre (Technical Review 5/2009: pending revisions)

17. ADJOURNMENT

A motion was made and seconded to adjourn the December 10, 2009 AP&P Committee Meeting at 5:42 p.m. Motion carried.

mj

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ANTELOPE VALLEY COLLEGE
Academic Affairs Office

DATE: November 12, 2009
LOCATION: SSV 151 – Board Room
TIME: 3:00 p.m.

<u>MEMBERS PRESENT</u>		<u>MEMBERS ABSENT</u>	<u>GUESTS PRESENT</u>
Susan Atwood (proxy)	Rick Motawakel, Faculty	Linda Harmon, Faculty	John O. Adams
Beverly Beyer, Faculty	Sheronda Myers, Voting	LaDonna Trimble, Dean	Cynthia Kincaid
Maria Clinton, Cochair	ASO		Ron Mummaw
Margaret Drake, Dean	David Newby, Faculty		Dr. Don Ranish
Tooraj Gordi, Faculty	David Newman, Faculty		Ken Shafer
Lee Grishman, Articulation	Duane Rumsey, Faculty		
Cynthia Littlefield, Faculty	Les Uhazy, Dean		
Scott Lee, Faculty	Darcy Wiewall, Faculty		
Mrs. Sharon Lowry, V. P. Academic Affairs			

2009-2010
Academic Policies & Procedures Committee Meeting No. 6
MINUTES

1. CALL TO ORDER AND ROLL CALL

A motion was made and seconded to call the November 12, 2009 AP&P Committee Meeting to order at 3:08 p.m. Ms. Maria Clinton, AP&P Faculty Co-Chair, called the meeting to order at 3:08 p.m. Motion carried.

Ms. Clinton requested a motion to amend the agenda to include item 6b Acronyms as a discussion item. A motion was made and seconded to include item 6b Acronyms as a discussion item. Motion carried.

2. OPENING COMMENTS FROM THE COMMITTEE CO-CHAIR

a. CurricUNET Update

Ms. Maria Clinton stated that per Academic Senate all committees are to go paperless. Since the majority of the items on the agenda were second and third readings and copies of those items were provided at previous meetings, she felt this was a good meeting to begin the paperless system.

Ms. Maria Clinton gave an update on the CurricUNET Conference, which included the following:

- San Diego Community College was first to implement the CurricUNET database and they created a large user guide that may work better if converted into an online tutorial.
- Chancellor's Office will start Beta testing in the next month and will be adding a few colleges at a time to use the program. It may be a while before our college is added and as a result we will need to continue to submit material in hard copy form.
- Compared to other colleges, Antelope Valley College has a very thorough Distance Education course process.

3. APPROVAL OF MINUTES

a. October 22, 2009

A motion was made and seconded to approve the October 22, 2009 Academic Policies and Procedures committee meeting minutes. Dr. Lee Grishman expressed a concern that De'Neen Coleman-Carew was not listed as a attending member and that Stephanie Low's name was spelled incorrectly. Also Ms. Maria Clinton stated that revisions to the Methods of Instruction of the autobody courses were not requested but rather revisions to the Methods of Evaluation. Motion carried as amended.

4. INFORMATIONAL ITEMS (5 minutes each)

a. Technical Review Committee Recruitment

Ms. Maria Clinton announced that Mrs. Beverly Beyer, who has been on the Technical Review Committee for several years, wishes to resign her post. As a result, Ms. Clinton asked if there was any one on the AP&P Committee who wished to volunteer to serve on the Technical Review Committee. Dr. David Newman volunteered to participate on the committee for the spring 2010 semester but did not know if his work load would allow him to continue in the fall.

Ms. Maria Clinton stated that he may join the committee for the spring and his participation can be reevaluated in the fall if necessary.

b. Revising the Diversity Studies Requirement Statement – Maria Clinton

Ms. Maria Clinton stated that per her conversation with Mr. Christos Valiotis, Academic Senate President, the Academic Policies and Procedures Committee can revise the Diversity Studies Requirement Statement as it sees fit. However, we may wish to align the revisions with Title 5 language and also change the title to Ethnic Studies. Dr. Lee Grishman asked Mr. Duane Rumsey if he was able to speak with his counterpart at Santa Barbara regarding the Deaf Studies course that they had listed as meeting the Diversity Studies Requirement. Mr. Duane Rumsey explained that the Deaf Studies course offered at Santa Barbara was not approved by the Chancellor's Office. A small conversation took place regarding the fact that in order to offer a class under Ethnic Studies it needs to address the needs of a dominant ethnic group in addition to a non-dominant ethnic group. Mrs. Sharon Lowry asked if the committee would like her to consult with the Statewide Academic Curriculum Committee (SACC). The committee was in agreement that consulting with SACC was the best course of action before proceeding.

5. REPORTS (10 minutes each)

None

6. DISCUSSION ITEMS (10 minutes each)

a. LAS Degree Requirements

Ms. Maria Clinton stated that there is a major discrepancy in the current language of the LAS degree and this needs to be correct as soon as possible so that students are not impacted negatively. She also stated that Deborah Charlie, previous AP&P Faculty Co-Chair, provided her with a list of those individuals who revised the LAS degree and they are already working on revising the wording. Dr. Lee Grishman was concerned since he was one of two people who revised the LAS degree and he has yet to be contacted to work on the corrections. Ms. Maria Clinton stated that his name was not on the list of individuals involved in the initial revision of the LAS degree and asked Mr. Duane Rumsey to confirm that the Language Arts faculty are working on the corrections. Mr. Duane Rumsey confirmed that they were in fact working on the revisions, however, he thought they were revising the Language Arts degree requirements. Ms. Clinton stated that the Liberal Arts and Sciences (LAS) Degree requirements that she is referring to can be found on page 55 of the current catalog. She stated that she would contact Deborah Charlie again for clarification on the individuals who worked to revise this degree last year since she believes there was a misunderstanding on which LAS degree. Ms. Maria Clinton stated that this will return to the agenda on December 10, 2009 for further discussion. This item was tabled.

b. Use of Acronyms in the Course Outline of Record

Ms. Maria Clinton requested the committee to discuss the use of acronyms on the Course Outline of Record (COR) since there seems to be some inconsistencies on who is required to spell out acronyms. After some brief discussion on the matter the committee decided that it was necessary to spell out all acronyms once with the acronym in parentheses following the wording. Once the acronym or abbreviation is fully identified, the use of the acronym or abbreviation is acceptable on the COR.

7. ACTION ITEMS

a. Upper Division Units

Ms. Maria Clinton stated that Cindy Littlefield, faculty representative for Physical Education & Athletics, reported that her division wanted to approve the use of Upper Division Units by petition or on a case-by-case basis. As a result, Ms. Maria Clinton requested a motion to approve the use of upper division units when transferring to Antelope Valley College by petition. A motion was made and seconded to approve the use of upper division units when transferring to Antelope Valley College by petition. Motion carried.

Ms. Clinton requested a motion to amend the agenda to move item 14e to be next on the agenda due to a schedule conflict for the instructor. A motion was made and seconded to move item 14e to be next on the agenda. Motion carried.

8. ACTION ITEMS – New Community Service Offering – First Reading

a. U.S. Foreign Policy Since 1898 – Ken Shafer

A motion was made and seconded to approve U.S. Foreign Policy Since 1898 as a course offering through Corporate and Community Education. Mr. Ken Shaffer was present to discuss the course and the first item he was asked to clarify was the material fee of \$15.00. He stated that the fee was intended to cover the cost of running copies of handouts that are required to prepare the students for the next meeting. Mrs. Sharon Lowry stated that the fee can only be the amount spent per copy and no profit can be made on the handouts. It was recommended that the copies be sold through the bookstore to avoid any complications.

Extensive discussion took place on the inconsistencies of Corporate and Community Education course offerings,

specifically the division approval process, format of course outline, and the overlap of C&CE offerings with the credit courses offered through Antelope Valley College. Mrs. Beverly Beyer offered to work closely with Ms. Elayne Davis and Dr. Tom O'Neil, Dean of Business and Computer Studies, to develop a formal process for the Corporate and Community Education course offerings.

Mr. Ken Shaffer was also asked how he determined the enrollment fee. He stated that he worked closely with Elayne Davis and Human Resources to determine a reasonable price in these hard economic times. Mrs. Sharon Lowry stated that the enrollment fee is per student and \$525.00 is too high for this type of class. Ms. Clinton asked Mr. Ken Shaffer to revise the material fee, enrollment fee, and discuss the course with the discipline faculty before bringing the course back to AP&P. Motion failed.

9. ACTION ITEMS – Revised Courses/CORS – Third Reading

- a. **ABDY 112 – *Basic Auto Body Repair** **5 units, 10 hours weekly** (No Xeroxing required.)
 - b. **ABDY 115 – *Basic Auto Body Repair** **10 units, 20 hours weekly** (No Xeroxing required.)
 - c. **ABDY 122 – *Basic Automotive Refinishing** **5 units, 10 hours weekly** (No Xeroxing required.)
 - d. **ABDY 125 – *Basic Automotive Refinishing** **10 units, 20 hours weekly** (No Xeroxing required.)
- A motion was made and seconded to approve the revisions made to ABDY 112, ABDY 115, ABDY 122, and ABDY 125 courses. Ms. Maria Clinton stated that all changes that were requested during the second reading of these courses were made by the faculty. Motion carried.
- e. **ABDY 113 – *Basic Auto Body Repair** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - f. **ABDY 123 – *Automotive Refinishing** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - g. **ABDY 212 – *Advanced Automotive Collision Repair I** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - h. **ABDY 213 – *Advanced Automotive Collision Repair II** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - i. **ABDY 215 – *Advanced Automotive Collision Repair** **10 units, 20 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - j. **ABDY 222 – *Advanced Automotive Refinishing I** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - k. **ABDY 223 – *Advanced Automotive Refinishing II** **5 units, 10 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070
 - l. **ABDY 225 – *Advanced Automotive Refinishing** **10 units, 20 hours weekly**
 Advisory: NONE
Revised to:
Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 070

A motion was made and seconded to approve the revisions made to ABDY 113, ABDY 123, ABDY 212, ABDY 213, ABDY 215, ABDY 222, ABDY 223, and ABDY 225 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the second reading of these courses were made by the faculty. She also requested that one additional change be made to ABDY 222 Course Proposal Form to move ABDY 123 and ABDY 125 from advisory to a prerequisite. Motion carried as amended. A motion was made and seconded to approve the revisions made to ABDY 113, ABDY 123, ABDY 212, ABDY 213, ABDY 215, ABDY 222, ABDY 223, and ABDY 225 course content. Ms. Maria Clinton stated that the faculty added the requested advisories to these courses. Motion carried.

Mrs. Maggie Drake suggested that a laptop be provided to each of the AP&P representatives since it is very difficult to

follow the material on the screen at the front of the room. Ms. Maria Clinton suggested that the committee members review the material prior to the meeting, making any notes regarding the CORs on a separate sheet of paper to be discussed at the meeting. She also asked if the committee was willing to move the December 10, 2009 AP&P meeting to a computer lab. The committee agreed to move the next meeting and Ms. Maria Clinton requested that Melissa Jauregui, Academic Affairs Technician, look into an alternate location.

10. ACTION ITEMS – Revised Courses/CORS – Second Reading

- a. **CA 133 – *Oracle PL/SQL Programming** **3 units, 4 hours weekly**
Revised: Course Content and Methods of Evaluation
 A motion was made and seconded to approve the revisions made to CA 133 Course Outline of Record. Ms. Maria Clinton stated that all changes that were requested during the first reading of this course were made by the faculty. A discussion took place regarding the acronyms used in the description and through out the COR. Ms. Clinton requested that the faculty spell out all acronyms upon first use and abbreviation can be used there after. Motion failed.

- b. **CIS 121 – *Computer Mathematics** **3 units, 3 hours weekly**
 A motion was made and seconded to approve the revisions made to CIS 121 Course Outline of Record. Ms. Maria Clinton stated that the course validation study has not returned yet, however it is the discipline faculty’s decision to add a prerequisite to a course. According to Dr. Lee Grishman, the CSU and UC requirements for transferability of this course has already been met. Ms. Maria Clinton asked Professor Mummaw whether he wished to proceed with out the course validation. Professor Mummaw requested that the COR be considered as is and the prerequisite can be added at a later date. Ms. Maria Clinton explained that all changes requested during the first reading of this course were made by the faculty and the committee needed to consider an approval of the COR revisions. Motion carried.

- c. **CIS 145 – *Intro to Visual Basic.NET Programming** **3 units, 4 hours weekly** (No Xeroxing required.)
- d. **CFE 105 – *Discovery-Based Education for Children** **3 units, 3 hours weekly** (No Xeroxing required.)
- e. **LIB 110 – *Introduction to Internet Research** **1 unit, 1 hour weekly** (No Xeroxing required.)
- f. **DA 111 – *Choreography** **3 units, 3 hours weekly** (No Xeroxing required.)
 A motion was made and seconded to approve the revisions made to CIS 145, CFE 105, LIB 110, and DA 111 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the first reading of these courses were made by the faculty. Motion carried.

- g. **DA 104 – *Beginning Jazz Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- h. **DA 124 – *Intermediate Jazz Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- i. **DA 204 – *Advanced Jazz Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- j. **DA 103 – *Beginning Modern Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- k. **DA 123 – *Intermediate Modern Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- l. **DA 203 – *Advanced Modern Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- m. **DA 105 – *Beginning Tap Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- n. **DA 125 – *Intermediate Tap Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
- o. **DA 205 – *Advanced Tap Dance** **1 unit, 3 hours weekly**
Revised: Course Objectives and Course Content
 A motion was made and seconded to approve the revisions made to DA 104, DA 124, DA 204, DA 103, DA 123, DA 203, DA 105, DA 125, and DA 205 Course Outline of Records. Ms. Maria Clinton stated that all changes that were requested during the first reading of these courses were made by the faculty. The Course Objectives and the Course Content have been revised to show progression through the beginning, intermediate and advanced dance courses. Motion carried.

11. DISCUSSION ITEMS – Revised Courses/CORS – First Reading

- a. **CIS 174 – *Introduction to C#.NET Programming** **3 unit, 4 hours weekly**
 Prerequisite: Completion of CIS 111
 Advisory: Eligibility for ENGL 099, READ 099 and Eligibility for MATH 130
Revised to:
Advisory: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and Eligibility for MATH 102

A motion was made and seconded to approve the revisions made to CIS 174 Course Outline of Record. Ms. Maria Clinton stated that this course is a first reading and requested the AP&P representatives to review the material. The committee requested that all acronyms be spelled out the first time used and minor revisions made to the course content. Motion failed

12. DISCUSSION ITEMS – New Distance Education Courses – First Reading

- a. **CIS 174 – *Introduction to C#.NET Programming** 3 unit, 4 hours weekly – New Hybrid
A motion was made and seconded to approve the revisions made to CIS 174 Distance Education Proposal. Ms. Maria Clinton stated that this course is a first reading and requested the AP&P representatives to review the material. The committee requested that all acronyms be spelled out the first time used, change Blackboard to AVC Course Management System and fix the footer so it does not overlap with the text. Motion failed

13. ACTION ITEMS – Revised Distance Education Courses – Second Reading

- a. **CIS 145 – *Introduction to Visual Basic.Net Programming** 3 units, 4 hours weekly – Revised hybrid equivalent (No Xeroxing required.)
b. **SOC 101 – Introduction to Sociology** 3 units, 3 hours weekly – Revised online equivalent (No Xeroxing required.)
c. **LIB 110 – *Introduction to Internet Research** 1 unit, 1 hour weekly – Revised online equivalent (No Xeroxing required.)
A motion was made and seconded to approve the revisions made to CIS 145, SOC 101, and LIB 110 Distance Education courses. Ms. Maria Clinton stated that all changes that were requested during the first reading of these Distance Education courses were made by the faculty. Motion carried.

14. ACTION ITEMS – New Community Service Offering – Second Reading

- a. **Certified Wedding Planner – How to Start a Wedding Planning Business – Lynne Stein**
A motion was made and seconded to approve the revisions made to the Certified Wedding Planner, Community Education course. Ms. Maria Clinton stated that all changes that were requested during the first reading of this Corporate and Community Education course were made by the instructor. Motion carried.

15. ACTION ITEMS – New Community Service Offering – First Reading

- a. **Photoshop from the Pros – Cynthia Kincaid** (No Xeroxing required. Refer to material from 10/22/09 meeting.)
A motion was made and seconded to approve Photoshop from the Pros as a Corporate and Community Education course offering. Ms. Cynthia Kincaid presented a brief overview of the proposed course offering and her qualifications as an instructor. Ms. Kincaid provided clarification on the facilities needed, materials fee, and explained that this course is not hands-on but rather presentation based. Mrs. Sharon Lowry requested that the materials fee be reconsidered since it is not appropriate to change participants for a copy of the presenter's biographies. Ms. Maria Clinton requested that the materials fee be revised before resubmitting the course proposal to AP&P. Motion failed.
- b. **United States Constitution Exam – Dr. Don Ranish**
A motion was made and seconded to approve United States Constitution Exam as a Corporate and Community Education course offering. Dr. Don Ranish presented a brief overview of the proposed course offering and his qualifications as an instructor. Dr. Ranish also provided clarification on the facilities needed, materials fee, course hours, and stated that this course is not a citizenship preparation course but rather a mandated exam that fulfills the state requirements for future elementary school teachers. Motion carried.
- c. **Anatomy of Fear – Lee Bergthold**
This action item was postponed to the next AP&P meeting due to the absence of the instructor. No action was taken.
- d. **Mind Management Strategies – John O. Adams**
A motion was made and seconded to approve Mind Management as a Corporate and Community Education course offering. John Adams presented a brief overview of the proposed course offering and his qualifications as an instructor. Mr. Adams also provided clarification on the course materials fee and the type of text referenced in his course outline. Motion carried.

16. ACTION ITEMS – Obsolete Course Request – Second Reading (No Xeroxing required. Refer to material from 10/22/09 meeting.)

- a. **MUS 190 – Piano Accompaniment I**
b. **MUS 235 – Piano Accompaniment II**
c. **MUS 241 – Choral Music Performance**
d. **ACRV 198A – Commercial Ice Machines**
e. **AJ 105 – Arson/Fire Investigation**

f. **PSY 217 – Psychology of Men**

A motion was made and seconded to approve items 16a-f to be made obsolete. Motion carried.

17. DISCUSSION ITEMS – Obsolete Course Request – First Reading

- a. **NA 101 – Nurse Aide**
- b. **NA 102- Pharmacology for Certified Nurse Aides**
- c. **HHA 102 Home Health Aide**
- d. **CULA 120 – Introduction to Wines**
- e. **CULA 121 – Wines and Food**
- f. **CULA 122 – Sensory Evaluation of Wines**
- g. **CULA 123 – Introduction to Wines of Unique and Emerging Regions**
- h. **BASL 910 – Cat. A & B Life and Workplace Skills**
- i. **BASM 903 – Cat. A: Mathematics**
- j. **BASM 904 – Cat. B: Mathematics**
- k. **BASO 900 – Cat. A & B Pathways to Success**
- l. **BASR 906 – Cat. A: Reading/Writing**
- m. **BASR 907 – Cat. B: Reading/Writing**
- n. **SEN 901 – Creative Retirement**
- o. **SEN 910 – Healthy Nutrition for Seniors**
- p. **SEN 920 – Gen through Photo and Journals**
- q. **WFDV 901 – Self Sufficiency Through Personal Development**
- r. **WFDV 902 – Self Sufficiency Through Job Readiness**
- s. **WFDV 903 – Self Sufficiency Through Job Retention**
- t. **WFDV 904 – Self Sufficiency Through Career Awareness**

Ms. Maria Clinton stated that items 17a-t are being requested by the division to be made obsolete. She requested that Dr. Lee Grishman, Articulation Officer, verify that this type of request is appropriate for these courses. These items will return to the agenda on December 10, 2009 as an Action Item.

18. ADDITIONAL INFORMATION – Courses by Division that need to be revised and submitted to AP&P

Business and Computer Studies

- a. ACCT 111 – Bookkeeping
- b. ACCT 113 – Bookkeeping II
- c. ACCT 121 – Microcomputer Accounting
- d. ACCT 201 – Financial Accounting
- e. ACCT 205 – Managerial Accounting
- f. BUS 101 – Introduction to Business
- g. BUS 105 – Business Mathematics
- h. BUS 113 – Business Communications
- i. BUS 212 – Women in Organization
- j. CA 121 – Microcomputer Spreadsheets
- k. CA 131 – Microcomputer Database Management
- l. CA 133 – Oracle PL/SQL Programming (First Reading 10/22/09; Pending revisions)
- m. CA 171 – Introduction to Networking (Agenda ready)
- n. CA 176 – Windows 2003 Networking (Technical Review 10/27/2009; Pending revisions)
- o. CA 182 – Network Security (Technical Review 10/27/2009; Pending revisions)
- p. CA 221 – Computer Concepts & Appl Business
- q. CIS 101 – Intro Computer Info Science
- r. CIS 111 – Intro Programming & Algorithms
- s. CIS 113 – Data Structures
- t. CIS 121 – Computer Mathematics (First Reading 10/22/09; Pending revisions)
- u. CIS 123 – Assem Lang & Computer Architec
- v. CIS 141 – Intro Basic Programming
- w. CIS 145 – Intro to Visual BASIC.NET Prog (First Reading 10/22/09; Pending revisions)
- x. CIS 174 – Intro to C#.NET Programming (Agenda ready; pending SLO)
- y. CIS 175 – Java Programming
- z. MGT 121 – Human Resources Management
- aa. MKTG 101 – Principles of Marketing
- bb. OT 105 – Beginning Keyboarding Technique
- cc. OT 113 – Adv MS Word (No SLO)
- dd. OT 201 – Admin Office Procedures

Health Sciences

- a. CFE 105 – Discovery-Based Ed for Children (Revision rcvd 10/23/2009; In process)
- b. CFE 109 – Supvn Admin Childhood Prog I (Rcvd 10/29/09; Tech Rvw 11/4/09)
- c. CFE 110 – Supvn Admin Childhood Prog II (Rcvd 10/29/09; Tech Rvw 11/4/09)
- d. CFE 115 – Guiding Children’s Behavior (Rcvd 10/29/09; Tech Rvw 11/4/09)
- e. CFE 122 – Infant Toddler Strategies (Rcvd 10/29/09; Tech Rvw 11/4/09)
- f. CFE 169 – D Rate Pre-Service Training (Rcvd 10/29/09; Tech Rvw 11/4/09)
- g. HHA 102 – Home Health Aide (Obsolete memo in process)
- h. NA 102 – Pharmacology for CAN (Obsolete memo in process)

Instructional Resources

- a. LIB 107 – Information Competency
- b. LIB 110 – Intro to Internet Research (First Reading 10/22/09; In process)

Language Arts

- a. COMM 215 – Public Relations Communication (Technical review 10/27/09; Pending revisions 11/4/09)
- b. ENGL 101 – Freshman Composition (1st reading 5/14/09; Technical review 10/27/09; Pending revisions 11/4/09)
- c. ENGL 225 – English Literature 800-1750 (Technical review 10/27/09; Pending revisions 11/4/09)
- d. ENGL 226 – English Literature 1750-1900 (Rcvd 10/28/09; Tech Rvw 11/4/09)
- e. ENGL 256 – Chicano Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- f. ENGL 257 – Native-American Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- g. ENGL 259 – Images of Women in Literature
- h. ENGL 299 – Special Topics in Literature (Technical review 10/27/09; Pending revisions 11/4/09)
- i. ESL 018 – ESL Reading and Writing 1 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- j. ESL 019 – ESL Skills Building 1 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- k. ESL 020 – ESL Vocabulary and Pronunciation 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- l. ESL 023 – ESL Grammar 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- m. ESL 028 – ESL Reading and Writing 2 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- n. ESL 029 – ESL Skills Building 2 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- o. ESL 030 – ESL Vocabulary and Pronunciation 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- p. ESL 033 – ESL Grammar 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- q. ESL 038 – ESL Reading and Writing 3 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- r. ESL 039 – ESL Skills Building 3 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- s. ESL 040 – ESL Vocabulary and Pronunciation 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- t. ESL 043 – ESL Grammar 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- u. ESL 048 – ESL Reading and Writing 4 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- v. ESL 049 – ESL Skills Building 4 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- w. ESL 058 – ESL Reading and Writing 5 (Technical Review 10/20/2009; Revisions rcvd 11/5/09)
- x. ESL 059 – ESL Skills Building 5 (Technical Review 10/27/2009; Revisions rcvd 11/5/09)
- y. READ 150 – Speed Reading (Technical review 10/27/2009; Pending revisions 11/4/09)
- z. READ 175 – Literacy Tutor & Supervised Field Experience (Technical review 10/27/2009; Pending revisions 11/4/09)
- aa. SPAN 101 – Elementary Spanish (Technical review 10/27/2009)
- bb. SPAN 102 – Elementary Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- cc. SPAN 201 – Intermediate Spanish (Rcvd 10/13/2009; Tech Rvw 11/4/09)
- dd. SPAN 202 – Intermediate Spanish (Technical review 10/27/2009)
- ee. SPAN 203 – Advance Spanish (Technical review 10/27/2009)

Math/Science and Engineering

- a. DRFT 130 – Architectural Drafting I
- b. DRFT 240 – Electronic Drafting
- c. ENGR 130 – Materials Science
- d. ENGR 130L – Materials Science Lab
- e. ENGR 210 – Statics
- f. MATH 070B – Elementary Algebra – 2nd Half
- g. MATH 080 – Plane Geometry

Noncredit

- a. BASL 910 – Cat. A & B Life and Workplace Skills (Obsolete memo rcvd 10/29/09; In process)
- b. BASM 903 – Cat. A: Mathematics (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- c. BASM 904 – Cat. B: Mathematics (Obsolete memo rcvd 10/29/09; In process)

- d. BASO 900 – Cat. A & B Pathways to Success (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- e. BASR 906 – Cat. A: Reading/Writing (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- f. BASR 907 – Cat. B: Reading/Writing (Obsolete memo rcvd 10/29/09; In process)
- g. LAC 900 – Supervised Tutoring
- h. LAC 901 – Supervised Learning Assistance
- i. LAC 939 – Prep for Success in Corp Train (No SLO)
- j. LAC 941 – Special Topics in WFDV (No SLO)
- k. LAC 942 – Learning Skills Lab for WFDV (No SLO)
- l. SEN 901 – Creative Retirement (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- m. SEN 910 – Healthy Nutrition for Seniors (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- n. SEN 920 – Gen through Photo and Journals (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- o. WDTO 901 – App Water Treat & Dist Math I & II (Technical Review 10/8/2009; Pending revisions and SLO)
- p. WDTO 905 – Basic Water Supply Science (Rcvd 11/4/09; No SLO)
- q. WDTO 910 – Water Chemistry and Quality (Rcvd 11/4/09; No SLO)
- r. WDTO 915 – Water Distribution I (Technical review 10/27/2009; No SLO)
- s. WDTO 916 – Water Distribution II (Rcvd 11/4/09; No SLO on File)
- t. WDTO 920 – Water Treatment I (Agenda Ready; Pending SLO)
- u. WFDV 901 – Self Sufficiency Through Personal Development (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- v. WFDV 902 – Self Sufficiency Through Job Readiness (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- w. WFDV 903 – Self Sufficiency Through Job Retention (No SLO) (Obsolete memo rcvd 10/29/09; In process)
- x. WFDV 904 – Self Sufficiency Through Career Awareness (No SLO) (Obsolete memo rcvd 10/29/09; In process)

Physical Education & Athletics

- a. DA 103 – Beginning Modern Dance (First reading 9/10/2009: In process)
- b. DA 104 – Beginning Jazz Dance (First reading 9/10/2009: In process)
- c. DA 105 – Beginning Tap Dance (First reading 9/10/2009: In process)
- d. DA 111 – Choreography (First reading 9/10/2009: In process)
- e. DA 123 – Intermediate Modern Dance (First reading 9/10/2009: In process)
- f. DA 124 – Intermediate Jazz Dance (First reading 9/10/2009: In process)
- g. DA 125 – Intermediate Tap Dance (First reading 9/10/2009: In process)
- h. DA 203 – Advance Modern Dance (First reading 9/10/2009: In process)
- i. DA 204 – Advance Jazz Dance (First reading 9/10/2009: In process)
- j. DA 205 – Advance Tap Dance (First reading 9/10/2009: In process)
- k. PE 190 – Introduction to Physical Education
- l. PE 197 – Lifeguard Training

Social & Behavioral Sciences / FACE

- a. PSY 215 – Psychology of Prejudice
- b. PSY 235 – Child Psychology
- c. WE 199 – Work Experience

Technical Education

- a. ABDY 112 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- b. ABDY 113 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- c. ABDY 115 – Basic Auto Body Repair (Second Reading 10/22/09; In process)
- d. ABDY 122 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- e. ABDY 123 – Automotive Refinishing (Second Reading 10/22/09; In process)
- f. ABDY 125 – Basic Automotive Refinishing (Second Reading 10/22/09; In process)
- g. ABDY 212 – Advanced Collision Repair I (Second Reading 10/22/09; In process)
- h. ABDY 213 – Advanced Collision Repair II (Second Reading 10/22/09; In process)
- i. ABDY 215 – Advance Collision Repair (Second Reading 10/22/09; Pending revisions)
- j. ABDY 222 – Advanced Automotive Refinishing I (Second Reading 10/22/09; In process)
- k. ABDY 223 – Advanced Automotive Refinishing II (Second Reading 10/22/09; In process)
- l. ABDY 225 – Advanced Automotive Refinishing (Second Reading 10/22/09; Pending revisions)
- m. ACRV 198A – Commercial Ice Machine (Obsolete Memo; In process)
- n. AUTO 276 – C.A. Clean Air Car Course
- o. ELEC 110 – Fundamentals of Electricity
- p. ELEC 115 – Electrical Codes and Ordinances
- q. ELEC 120 – Residential Wiring
- r. ELEC 140 – Commercial/Industrial Wiring and Cabling

- s. ELEC 150 – Electrical Maintenance
- t. ELEC 160 – Fundamentals of Motor Control
- u. ELEC 220 – Advanced Motor Control – PLC
- v. ELEC 250 – Electricians Journeyman Review
- w. FTEC 102 – (I-200) Bas Incd Comm Sys
- x. FTEC 120 – (S-212) Wildfire Powersaws
- y. FTEC 122 – Wildland Firefighter
- z. FTEC 125 – Haz Mat First Responder Operations
- aa. FTEC 126 – Wildland Fire behavior
- bb. FTEC 127 – Wildland Firefighter Safety and Survival
- cc. FTEC 128 – Wildland Fire Operations
- dd. FTEC 129 – Wildland Public Information Officer, Prevention and Investigation
- ee. FTEC 130 – Wildland Fire Logistics, Finance and Planning
- ff. FTEC 131 – (L-280) Followership to Leadership
- gg. FTEC 132 – (S-131) Advanced Firefighter Training
- hh. FTEC 137 – (S-211) Portable Pumps and Water Use
- ii. FTEC 138 – Wildland Engine Firefighter
- jj. FTEC 150 – (S-270) Basic Air Operations
- kk. FTEC 240 – Fuel Management and Fire Use

Visual & Performing Arts

- a. ART 105 – Women Artists in History (Pending obsolete memo per Dr. Newby 10/6/2009)
- b. THA 102 – Introduction to Stagecraft (Technical Review 5/2009: pending revisions)
- c. THA 103 – Introduction to Stage Lighting (Technical Review 5/2009: pending revisions)
- d. THA 105 – Introduction to Lighting Design (No SLO)
- e. THA 120D – Rehearsal and Performance: Children’s Theatre (Technical Review 5/2009: pending revisions)

19. ADJOURNMENT

mj

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Mr. Christos Valiotis, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate’s Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.

3. Major and/or Area of Emphasis Requirements

Students must receive a minimum grade of "C" or better in all required core courses and the specific courses listed as program electives in order to qualify for the degree or certificate.

Major requirements may be satisfied by: (Title 5, Section 55063)

A. Completing specific major requirements listed in the AVC catalog, or

B. Completing requirements for the Liberal Arts and Sciences Degree.

4. Electives

The remaining number of units (up to 60) are considered electives. Any course that has already been counted toward (1) the general education requirements, or (2) the major, cannot be used as an elective.

5. GradePoint Average Requirement

A cumulative grade point average of 2.0 ("C" average) is required.

6. Residence Requirement

Of the required 60 units, "at least 12 semester...units must be completed in residence at the college granting the degree." Title 5, Section 54000 et seq. Title 5 of the California Code of Regulations is available at <http://ccr.oal.ca.gov> and in the Antelope Valley College Library.

7. Requirements for Two or More Associate Degrees

To be eligible for multiple associate degrees, a student must complete all graduation requirements for each degree.

Liberal Arts and Sciences Degree: Option I, II, or III

This degree will provide students with an opportunity to earn an AA degree in one of three major areas of study: math and sciences; social/behavioral sciences; or arts and humanities. It is designed for students who wish to explore different disciplines (subject areas) *before* deciding on a definite major program prior to transferring to a four-year university, or for students who may not be planning to transfer but wish to earn a degree in a particular area of study that interests them.

Students planning to transfer to a four-

year university are cautioned that this degree may not meet all of the lower division requirements for transfer into a particular major; however, through careful educational planning with a counselor, this degree would offer a solid foundation in the transfer process. Students should consult with a counselor for specific information regarding their intended major at the university of their choice.

Degree Requirements:

Requirements for the Liberal Arts and Sciences Degree (*Option I, II, or III*) may be satisfied by completing a total of 60 units comprised of the following:

- 21 units of AVC/General Education (GE) requirements;
- a minimum of 18 additional units chosen exclusively from *one of the options* listed below; and
- enough elective units to complete the required balance of 60 total units.

Students must receive a minimum grade of "C" or better in all required core courses and electives in order to qualify the degree. *No course may be counted as meeting both a GE requirement and a major requirement within the Liberal Arts & Sciences Degree.*

Degree Requirements:

Requirements for the Liberal Arts and Sciences Degree (*Option I, II, or III*) may be satisfied by completing a total of 60 units comprised of the following:

- a minimum of 18 core course units chosen exclusively from *one of the options* listed below. Students must receive a minimum grade of "C" or better in all required core courses in order to qualify the degree;
- 21 units of AVC/General Education (GE) requirements; and
- enough elective units to complete the required balance of 60 total units.

(See Graduation/Associate Degree requirements.)

No course may be counted as meeting both a GE requirement and a major requirement within the Liberal Arts & Sciences Degree.



ANTELOPE VALLEY COLLEGE

Antelope Valley College
Corporate and Community Services

Memorandum

Date: XXXXXXXX

To: XXXXXXXX, Dean
XXXXXXX, AP&P Representative

Division: XXXXXXXX

From: Elayne Davis, Secretary
Corporate & Community Services

Subject: Proposed Community Services Courses

The Community Services Office is committed to introducing another segment of the community to the many wonderful programs offered by the Antelope Valley College Community Services program. The goal is to provide a wide variety of personal and professional development courses, as well as licensed and certificated fields that require Continuing Services Units.

The following proposals are being submitted for review by discipline faculty, the AP&P representative, and the division dean:

“XXXXXXXXXXXX”

Please return the proposal forms as soon as possible, so that the course may be considered at the next AP&P Committee meeting.

If you have any questions, please call the Community Services office at ext. 6584. We look forward to working with you and appreciate your division’s support of the Community Services Program.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING

NUMBER: TBD

TITLE:

INSTRUCTOR:

HOURS: hrs. per session

NUMBER OF MEETINGS:

ENROLLMENT FEE: \$

MATERIALS/SUPPLIES FEE: \$

Text / CDs / DVDs / Handouts

Materials provided for review: Y N

ENROLLMENT EXPECTED: Minimum - Maximum number of students

DESCRIPTION OF OFFERING: Target audience:
Recommended advisories/pre-requisites/instructor approval:
Course description:

INSTRUCTOR BIOGRAPHY:

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Need software installed:

ITS notified: Date Signature

ONLINE CLASS:

How offered? Independent study
Online instructor
Synchronous Only
Synchronous and Asynchronous
Number of required sessions
Hybrid
Number of required sessions online vs. face-to-face

Portal used, web address listed:

Enrollment: Start dates Open Y N

RECEIVED
SEP - 9 2009
SLO-4-10-08
BY: Mauerqui

First Reading 10-22-09
Second Reading 11-12-09

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 09-08-09 [Signature]
(indicates division review and approval)

Division Dean/Director: 9-08-09 [Signature]

Faculty Name: (print) Dennis Kalleman Date 09-08-09

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: CA 133

COURSE TITLE: Oracle PL/SQL Programming

- NEW COURSE
- *REVISED COR (description, objectives, content, etc.)
- *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison.
Minor changes to Course Description (updated Oracle Exam number), Course Content, Typical Assignments, Methods of Evaluation, and Suggested Texts.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 - No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
- AA/AS Degree
 - Vocational Education (see page 4, section VIII)
 - Transfer
 - Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One
- CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

Current COR
Summer 2004



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 133
COURSE NAME: *Oracle PL/SQL Programming
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

PREREQUISITE: Completion of CA 132
ADVISORY: Eligibility for ENGL 099, READ 099 and MATH 102

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using PL/SQL in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam #1A0-001. BEFORE ENROLLING students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.
19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE_APPLICATION_ERROR, EXCEPTION_INIT PRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.

22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- Effective Date
(for articulation)
- COR Revision
- Pre Req/Advisories
- Other Changes
- SLOs

COURSE SUBJECT & NUMBER: CA 133

COURSE NAME: Oracle PL/SQL Programming

COURSE UNITS: 3.0 **COURSE HOURS:** 4

COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)

Prerequisite: Completion of CA 132

ADVISORY: Eligibility for ENGL 099, READ 099, and MATH 102

COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). Students will develop their Oracle Relational Database Structured Query Language (SQL) skills into writing Oracle Stored Procedures using Programming Language SQL (PL/SQL) in a client/server environment. In both lecture and lab, students will learn PL/SQL Database Programming by using the Oracle SQL*Plus tool and a simple text editor. Proper structured programming design and formatting will be taught using flow diagrams and sample code. Students will refresh their knowledge of SQL Data Manipulation Language (DML) and Data Definition Language (DDL). Students will also learn how database security issues, such as database users, roles and grants, apply to the execution of PL/SQL code. This course helps prepare students for the PL/SQL portion of Oracle's Exam # SQL Exam (1Z0-007). **BEFORE ENROLLING** students should have used SQL to extract database records, create a table, enter, edit and delete records, sort, and group records. Students should understand how to save and retrieve files from local and network drives.

COURSE OBJECTIVES: (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)

Upon completion of course, the successful student will be able to:

1. Apply Structured Programming Concepts.
2. Describe the nature of a Computer Program.
3. Model Good Programming Practices.
4. Apply Basic PL/SQL Concepts.
5. Use PL/SQL in a Client-Server Architecture.
6. Use PL/SQL in the SQL*Plus tool.
7. Explain General Programming Language Fundamentals.
8. Practice PL/SQL programming Fundamentals.
9. Use Data Manipulation Language (DML) in PL/SQL.
10. Demonstrate the use of a Save-point in PL/SQL.
11. Design Conditional Program Control using: IF Statements, ELSIF Statements, and Nested IF Statements.
12. Apply Exception Handling using Built-In-Exceptions.
13. Respond to Errors and Built-In-Exceptions.
14. Apply Structured Programming Iterative Control using: Simple Loops, WHILE Loops, Numeric FOR Loops, and Nested Loops.
15. Introduce Database Cursors, as a Special Type of Array, into their PL/SQL Programs.
16. Manipulate Cursors in a PL/SQL Program using Cursor FOR Loops and Nested Cursors.
17. Use PARAMETERS with Cursors.
18. Apply Programmatic Exceptions as error handlers.
19. Use Exception Scope, USER-DEFINED Exceptions, and Exception Propagation in PL/SQL programs.
20. Apply RAISE_APPLICATION_ERROR, EXCEPTION_INITPRAGMA, SQLCODE and SQLERRM.
21. Create PL/SQL Procedures that pass Parameters IN and OUT of the Procedure.
22. Create and use PL/SQL Functions in the PL/SQL programs.
23. Appraise the Benefits of Utilizing PL/SQL Packages.
24. Use PL/SQL to write database Triggers.
25. Explain what Triggers are, the types of Triggers and how Triggers are used with Mutation Table issues.
26. Demonstrate the use of PL/SQL Tables.

Course Subject & Number: CA-133

Course Name: Oracle PL/SQL Programming

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Programming Concepts
 - A. The Nature of a Computer Program.
 - B. Good Programming Practices.
- II. PL/SQL Concepts and Language Fundamentals
 - A. PL/SQL in Client-Server Architecture. PL/SQL in SQL*Plus.
 - B. PL/SQL Programming Fundamentals
 - C. Making use of SQL - DML in PL/SQL
 - D. Making use of Save-point
- III. PL/SQL Programmatic Conditional Control
 - A. IF Statements. ELSIF Statements. Nested IF Statements
 - B. Interactive Control
 - 1. Simple Loops
 - 2. WHILE Loops
 - 3. Numeric FOR Loops
 - 4. Nested Loops
- IV. Introduction to Cursors
 - A. Cursor Manipulation
 - B. Using Cursor FOR Loops and Nesting Cursors
 - C. Using PARAMETERS with Cursors
- V. Exceptions
 - A. Handling Errors with Exception Handling and Built-in Exceptions
 - B. Exception Scope. USER_DEFINED Exceptions.
 - C. Exception Propagation
- VI. Exceptions: Advanced Concepts
 - A. RAISE_APPLICATION_ERROR
 - B. EXCEPTION INIT PRAGMA
 - C. SLCODE and SQLERRM
- VII. PL/SQL Procedures & Functions
 - A. Creating Procedures
 - B. Passing Parameters IN and OUT of Procedures
 - C. Creating and Using Functions
- VIII. PL/SQL Packages
 - A. The Benefits of Utilizing Packages
 - B. Writing PL/SQL Packages
- IX. Stored Code
 - A. Advanced Features of Stored Code
 - B. Using Stored Code in PL/SQL
- X. Triggers
 - A. Triggers Defined
 - B. Types of Triggers
 - C. Mutating Table Issues
- XI. PL/SQL Tables
 - A. Making Use of PL/SQL Tables
 - B. Making use of PL/SQL Cursors

Course Subject & Number: CA 133
Course Name: Oracle PL/SQL Programming

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Each week students will be required to read 15 to 25 pages from the assigned textbook. Evaluation of student knowledge gained from the reading will be done using both class discussion time and the on-line web-quizzes provided by the textbook publisher.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Answer assigned weekly textbook problems and exercises by answering questions and by writing syntactically correct PL/SQL database programs. Each lesson culminates in one or more programming assignments.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will use mathematical functions to make calculations on data returned by database queries to generate derived data from table entries.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Analyze requests for information and turn these into syntactically correct PL/SQL database code.
Apply the rules for PL/SQL program design to the problems of data manipulation and data definition.
Design and code Oracle database stored procedures, functions and packages.
Evaluate Oracle PL/SQL code for data manipulation and control.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Computational Assignments: 1

Writing Assignments: 2

Other Assignments: 3 (writing PL/SQL programs)

Course Subject & Number: CA 133

Course Name: Oracle PL/SQL Programming

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures, demonstrations by the instructor, and student lab participation using the text (Oracle PL/SQL Interactive Workbook) along with other instructional materials supplied by the instructor in class and online.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Instructor will evaluate the following: Student's completion of assigned chapter questions and website assignments.

- Results of quizzes and examinations that are based upon the textbook, online & lecture materials. (Objectives 2, 7)
- Student's completion of computer and lab assignments. . (Objectives 1, 3-6, and 8-26)
- Student's completion of short writing assignments. (Objectives 2, 7)
- Classroom participation in discussion of textbook and lecture material. (Objectives 2, 7)
- Evaluation of student knowledge gained from the reading will be done using both class discussion time and the on-line web-quizzes provided by the textbook publisher. (Objectives 2, 7)
- Evaluation of students adherence to programming practices (Objectives 1, 2, 3, 12, 13 & 14)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Primary Course Text: Oracle PL/SQL Interactive Workbook, 2nd Edition (with provided interactive training web site) by Benjamin Rosenzweig and Elena Siverstrova, published by Prentice Hall in 2003, ISBN: 10: 0-13-047320-0

The 2nd edition of book is still being sold and the course Web site is still active. This is the best text for a lab class because of the comprehensive scope of the programming assignments.

First Reading 11-12-09

RECEIVED
OCT - 9 2009
BY: M...
SLO

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES

Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial

AP&P Representative: 10-08-09 BY
(indicates division review and approval)

Division Dean/Director: 10.8.09 JED

Faculty Name: (print) Ronald Mummau

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date 10.8.09

COURSE SUBJECT & NUMBER: CIS 174

COURSE TITLE: *Introduction to C#.NET Programming

- NEW COURSE
- *REVISED COR (description, objectives, content, etc.)
- *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:

Prereq of CIS 111 changed to advisory since much of what is taught in CIS 174 duplicates some of the concepts.
 Determined that MATH 130 was beyond what was necessary for success, so changes to MATH 102.
 Adopted hours outside of class to new form with minor changes in totals.
 Other minor wording changes and punctuation/cosmetic changes.
 Slight change to course objectives.
 Updated course content.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
- No (course offered for letter grade only) Explain: This is a skills course where a level of skill can vary.

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree
- Transfer
- Vocational Education (see page 4, section VIII)
- Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One
- CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____

CONTENT REVIEW FORM

For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number:

Course Name:

SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

A. Textbook Reading Level Select One

Explain how level was determined:

B. READING PROFICIENCY: (skills are cumulative from course to course)

Upon entry into course, students should be able to (*check all that apply*):

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

- Technical or Other Instructional Reading Materials (*please specify*):

2. WRITING PROFICIENCY: (skills are cumulative from course to course)

Upon entry into course, students should be able to (*check all that apply*):

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates “eligibility” for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates “completion of” ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)

Upon entry into the course, students should be able to (*check all that apply*):

Arithmetic (MATH 050)

- Add, subtract, divide, and multiply whole numbers, fractions, and decimals
- Find the perimeter or area of a simple plane figure (rectangle, triangle, circle)
- Solve proportions
- Compute with percent notation, including applications
- Add, subtract, divide and multiply, with positive and negative numbers

Mastering these skills indicates “eligibility” for MATH 060 (see page 10)

Prealgebra (MATH 060)

- Add, subtract, multiply, and divide real numbers
- Solve proportions contain real numbers
- Solve linear equations contain real numbers
- Apply appropriate techniques to solve application problems
- Factor a polynomial expression by using the greatest common factor (GCF)
- Construct and interpret charts, graphs, or tables to solve medium-level problems
- Translate verbal statement to statements algebraic expressions

Mastering these skills indicates “eligibility” for MATH 070 (see page 10)

Elementary Algebra (MATH 070)

- Evaluate an algebraic expression
- Solve a linear equation or inequality in one variable
- Do calculations involving exponents and radicals
- Factor polynomials
- Solve a quadratic equation
- Graph a linear equation and calculate slope and intercepts of a line
- Add, subtract, multiply and divide with algebraic fractions
- Solve a system of two linear equations
- Solve word problems related to geometry, percent, interest/money, and motion

Mastering these skills indicates “eligibility” for MATH 080 and/or MATH 102 (see page 10)

Intermediate Algebra (MATH 102)

- Graph and interpret the graphs of basic functions and equations in two variables
- Calculate slopes from graphs, points or equations
- Find the domain, range or inverse of a function; find the composition of two functions
- Solve equations and inequalities in one variable, and systems of equations
- Simplify algebraic expressions by selecting the appropriate factoring method
- Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers

- Analyze the properties of quadratic functions in order to graph them
- Evaluate expressions with function or logarithmic notation
- Use the properties of logarithms to simplify logarithmic expressions and equations
- Graph circles and construct their equations
- Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

Mastering these skills indicates “eligibility” for MATH 115, 120, 125, and/or 130 (see page 10)

College Algebra (MATH 130)

- Find distance between two points and midpoint of a line segment
- Find the roots of a polynomial degree > 2
- Solve a linear system in 3 or more variables
- Solve a system of nonlinear equations
- Graph non-linear inequalities in two variables
- Use the binomial theorem
- Recognize an arithmetic or geometric sequence and find the sum
- Use sigma notation correctly
- Identify a conic section from its equation
- Row reduce a matrix
- Compute the determinant of a matrix of order greater than 2
- Find the inverse of a matrix

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions $\sin x$, $\cos x$, and $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

Mastering the skills of College Algebra and Trigonometry indicates “eligibility” for MATH 150 (see page 10)

Calculus (MATH 150)

- Compute a derivative
- Find an antiderivative
- Evaluate a definite integral

Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).

- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)
Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. **Attach COR from requisite course(s).** Make sure information is consistent with boxes checked on page 10 and the COR.

a) PREREQUISITE: List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.

b) COREQUISITE: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.

c) ADVISORY: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.

? CIS 111

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	READ 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:	MATH 102	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)

Completion of:	CIS 111	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes

Robert Munn 10.8.09
Signature: Instructor Date

B. Byr 10-08-09
Signature: AP&P Representative Date

Alonzo J. J. J. 10.8.09
Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CIS 174
COURSE NAME: *Introduction to C#.NET Programming
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

PREREQUISITE: Completion of CIS 111
ADVISORY: Eligibility for ENGL 099, READ 099 and MATH 130

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

The students will learn the fundamentals of Microsoft Windows programming using the C#.NET programming language. The course will include designing, implementing and testing C#.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. Before enrolling, students should understand object oriented programming concepts. This course is intended for students majoring in Business or CIS or those desiring to increase their programming skills.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Explain the syntax and semantics of the C#.NET programming language.
2. Describe the Visual Studio programming environment (VS IDE) and Microsoft Windows.
3. Create effective user interfaces using C#.NET following generally accepted Windows design concepts.
4. Design, implement, test and execute C#.NET programs in the Microsoft Windows environment.
5. Understand object oriented programming (OOP) concepts.
6. Access database files.
7. Create both Windows programs and Web programs.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/> New Course
<input type="checkbox"/> Effective Date (for articulation)
<input type="checkbox"/> COR Revision
<input type="checkbox"/> Pre Req/Advisories
<input type="checkbox"/> Other Changes
<input type="checkbox"/> SLOs

COURSE SUBJECT & NUMBER: CIS 174

COURSE NAME: *Introduction to C#.NET Programming

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

ADVISORY: Completion of CIS 111 and Eligibility for ENGL 099, READ 099 and MATH 102

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Students will learn the fundamentals of Microsoft Windows programming using the C#.NET programming language. The course will include designing, implementing, and testing C#.NET programs, which will provide useful Windows applications to solve representative problems for business, science, mathematics, and engineering. This course is intended for students majoring in business or CIS or those desiring to increase their programming skills. BEFORE ENROLLING students should understand object-oriented programming concepts. This course is intended for students majoring in business or CIS or those desiring to increase their programming skills. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Explain the syntax and semantics of the C#.NET programming language.
2. Describe the Visual Studio.NET programming environment (Integrated Development Environment) and the Microsoft Windows environment.
3. Create effective user interfaces using C#.NET following generally accepted Windows design concepts.
4. Design, implement, test, and execute C#.NET programs in the Microsoft Windows environment.
5. Understand object oriented programming (OOP) concepts.
6. Access database files
7. Create both Windows programs and Web programs.

Course Subject & Number: CIS 174

Course Name: *Introduction to C#.NET Programming

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. C#.NET
 1. Introduction
 - a. Writing windows applications
 - b. The Visual Studio Environment
 2. Windows controls
 - a. Coding for multiple controls
 - b. Designing applications for user convenience
 3. Variables and calculations
 - a. Variables and exceptions
 - b. Calculations and accumulation
 4. Decisions and conditions
 - a. Decision statements
 - b. Condition statements
- II. Better coding
 1. Menus and procedures
 - a. Menus
 - b. Common dialog boxes
 - c. Sub and function procedures
 2. Multiple forms
 - a. Multi-form projects
 - b. About box
 - c. Splash screen
 3. Lists, loops, and printing
 - a. List and combo boxes
 - b. For loops
 - c. Printing
 4. Arrays and structures
 - a. Single dimension arrays
 - b. Structures
 - c. Table lookup with multidimensional arrays
- III. Web
 1. Laying out web forms
 2. Validator controls
 3. Maintaining state
- IV. Advanced topics
 1. Database files
 - a. ADO.NET (ActiveX Data Object) with Structured Query Language server
 - b. Data binding
 2. Data files
 - a. Reading and writing data files
 - b. Using common dialog boxes
 3. Object oriented programming
 - a. Classes
 - b. Inheritance
 4. Graphics and animation
 - a. Graphics
 - b. Random numbers
 - c. Timer component
 - d. Scroll bars
 - e. Playing sounds
 - f. Drag-n-drop

Course Subject & Number: CIS 174
Course Name: *Introduction to C#.NET Programming

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:
Each week students will be required to read 40 to 50 pages from the textbook and will be guided to apply what they have learned from their reading so they might succeed in the course.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
Each student will write descriptive documentation with each program assignment.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:
Students will use basic algebraic logic to develop algorithms and will use basic algebraic operations and concepts in solving problems. Students will also use Boolean logic in problem solutions.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:
Students will be required to test programs in a non-standard environment (without a mouse) to determine that their code can be used in all situations by all types of users.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hrs.

Writing Assignments: 1 hr.

Computational Assignments: 2 hrs.

Other Assignments: 0.5 hr.

Course Subject & Number: CIS 174
Course Name: *Introduction to C#.NET Programming

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

1. Lecture and discussion
2. Demonstration
3. Instructor-supervised individual and group hands-on activities

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' grades will be determined by their ability to demonstrate understanding and retention of the elements of C#.NET, as evidenced by their completion of:

1. Graded programming assignments evaluating their program (code) and written documentation. (Objectives 3-7)
2. Class participation from discussions and answering other students' questions. (Objectives 1, 2, & 5)
3. Quizzes (Objectives 1-7)
4. Midterm and final exams. (Objectives 1-7)

Students will complete at least two exams consisting of objective questions and short answer questions and/or programming problems to assess students' understanding of the concepts, syntax, and semantics. Practical application of C#.NET will be evaluated based upon the programming assignments. These assignments will include a writing component and will be completed in and outside of the class. The ability to function within the C#.NET programming environment will be demonstrated by students successfully designing, implementing, testing, and executing C#.NET programs. (Objectives 1-7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Programming in Visual C# 2008, by Bradley & Millsbaugh, McGraw/Hill, 2008

**Antelope Valley College
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. **Attach existing COR.***

COURSE SUBJ. & NO: CIS 174 **COURSE TITLE:** Intro to C#.NET Programming

What method of technological delivery will be used to offer this course (see glossary)?

ITV **Online** **Hybrid (Verify this is correct—on campus meetings are required)**

1. Why is this course particularly suited to be offered through this delivery system? In a collaborative learning environment, students will learn how to design, code, and use both Windows programs and web forms – the same technology used throughout the online learning medium.

Many of the topics discussed in a programming class are supported by “real life” examples linked throughout the Internet. Most of the up-to-date information about computer programming is provided by resources available on the Internet (specifically, all the help files for Visual Studio .NET are available from the Microsoft website). Web links provided on the website and required student use of the Internet search engines will expand on the concepts and technologies being discussed.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? The college has secured an online course management system. Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs, library research, and Internet access for research. Additionally, students may check out other related software through the Microsoft Developer Network (MSDN) program established on campus.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary) Lectures have been designed to be completed by the student at the same time they read the chapter material from the textbook (described below). In this way, notes, additions, and corrections to the chapter material are presented as the student is learning the information. The lectures also include active links to Internet resources that support the topic under discussion. Links to discussion areas are found in the lecture pages so that students may post questions or respond to other postings with other students.

Email, discussion groups, and virtual classroom (chat rooms) will be used for asynchronous and synchronous communication, discussion, and instant messaging.

A textbook, that includes the Visual Studio .NET software, will be used to support information being covered, discussed, and evaluated. This is the same textbook that is used in the on-campus class.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) N/A

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting. Students will have to read chapter materials from the assigned textbook, view and write lecture notes posted on the AVC online course management system, download and view/print handouts in Adobe Acrobat Portable Document Format, create programs to be submitted for grading, take quizzes and exams, be able to ask questions and answer other students' questions in both a discussion board and virtual classroom (chat room).

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary) Students have frequent contact with the instructor through email, asynchronous discussion groups, message boards, and an announcement section. The students may also telephone the instructor, make appointments for office visits, or connect online with instant messaging to hold a discussion.

Reviews and discussions would be ongoing due to the general nature of an online class. Discussions will remain posted throughout the class to provide a continuous record that the student may reference for test preparation. A pre-test discussion area may be established to address questions and concerns specifically regarding and approaching exam.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.) A total of two on-campus sessions will be required:

1. An initial face-to-face meeting will be scheduled to provide students with an introduction and orientation to the technology used in delivering the course and navigating online.
2. Students will meet at the end of the semester to take the final exam. This will demonstrate their proficiency at programming.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Students' grades will be determined by their ability to demonstrate understanding and retention of the elements of C# .NET, as evidenced by their completion of:

1. Graded programming assignments evaluating their program (code) and written documentation
2. Class participation from discussions and answering other students' questions
3. Quizzes, Midterm and Final exams

Online: To accomplish this, students will review posted lecture notes for each chapter and will be required to submit completed chapter assignments for grading. Each posted chapter includes a quiz with True/False

and Multiple Choice questions. Students post questions and respond to other students' questions and comments in discussion board and virtual classroom. The midterm will be taken online. Students have continuous access to their progress through AVC's online course management system and can see their completed assignment, participation, and exam scores.

Off-line: Students will be required to read the chapter material from the book and design, code, and test program assignments from each chapter every week. Students will take the Final exam at the end of the semester on-campus.

RECEIVED
 OCT 13 2009
 SLO 5-12-08
 BY: *M. Duran*

**ANTELOPE VALLEY COLLEGE
 ACADEMIC POLICIES & PROCEDURES**
 Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date _____ Initial _____
 AP&P Representative: 10/13/09 DR
(indicates division review and approval)
 Division Dean/Director: 10/13/09 [Signature]
 Faculty Name: (print) MARK HOFFER

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Date 10/13/09

COURSE SUBJECT & NUMBER: ENGL 101

COURSE TITLE: *Academic Composition

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
 Course name has been changed. Course Description and Course Objectives have been clarified and expanded to reflect measurable student performance and critical thinking standards. Course Content and Methods of Evaluation have been reordered and revised to coincide with greater emphasis on persuasive and analytical writing. A required MLA exam is now included. Suggested Texts have been updated.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:
 Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ENGL 101
COURSE NAME: *Freshman Composition
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Eligibility for English 101 (AVC assessment) or Completion of ENGL 099.

Advisory: Eligibility for Reading 099

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Instruction, readings, and essay assignments promote college-level reading, writing, and critical thinking. Student writing includes exploratory exercises, in-class essays, typed expository essays and research papers. Lessons and assignments designed to strengthen the student's knowledge and comprehension eventually lead to the application of higher thinking processes.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- i. Identify and create both explicit and implicit thesis statements.
2. Develop paragraphs with relevant and specific detail.
3. Organize, draft, evaluate, revise, edit, proofread and format competent essays.
4. Write an argumentative or persuasive essay.
5. Locate relevant sources for a research paper from both on-line and library collections.
6. Compose cited essays and a research paper according to MLA guidelines.
7. Read, comprehend, analyze and evaluate model essays and a major text.
8. Write a competent essay in a timed setting.
9. Distinguish summary from analysis.
10. Understand and comply with all rules prohibiting plagiarism.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 101

COURSE NAME: *Academic Composition

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Eligibility for ENGL 101 (AVC Assessment) or completion of ENGL 099

Advisory: Eligibility for READ 099

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course is designed to promote standard college-level writing as measured by audience awareness, thesis, essay development, structure, organization, word choice, grammatical control, and rigorous attention to academic formats, conventions, and expectations. Readings and assignments encourage and facilitate the use of critical thinking skills, textual analysis, rhetorical strategies, and research methodologies, and prepare students for academic coursework across the disciplines and in transfer institutions. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Write an argumentative or persuasive essay.
2. Compose thesis statements that engage a college-level audience.
3. Identify and create both explicit and implicit thesis statements.
4. Support and develop a thesis with relevant and engaging exposition.
5. Organize and structure an essay with logic, clarity, and attention to flow.
6. Compose an essay with demonstrated attention to diction, syntax, and grammatical control.
7. Identify and employ rhetorical strategies designed to engage and sway an audience.
8. Read, comprehend, analyze, and evaluate model essays and a major single-authored text.
9. Distinguish summary from critical analysis and be able to compose both.
10. Write a proficient essay in a timed setting.
11. Locate and evaluate relevant critical sources for essay and research assignments.
12. Incorporate and apply outside critical voices, via quotations and paraphrases, correctly and effectively.
13. Compose cited essays and a research paper according to MLA guidelines.
14. Understand and comply with all rules prohibiting plagiarism.
15. Adhere to the conventions and expectations of academic writing.

Course Subject & Number: ENGL 101
Course Name: *Academic Composition

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. The Argumentative / Persuasive Essay
 - A. Argument and critical thinking
 - B. Conceptualizing audience
 - C. Working with claims
 - D. Constructing and supporting
- II. The Writing Process
 - A. Invention
 - B. Drafting
 - C. Thesis
 - D. Essay development
 - 1. Using relevant examples
 - 2. Developing details
 - E. Structure
 - 1. Introduction
 - 2. Body
 - 3. Conclusion
 - F. Organization
 - 1. Using logic and clarity
 - 2. Using transitions
 - 3. Avoiding simplicity
 - G. Choosing a title
 - H. Essay evaluation
 - I. Revision versus editing
 - J. Proofreading
- III. Writing Style
 - A. Variation in sentence length, style, and structure
 - B. Precise diction
 - C. Parallel structure
 - D. Active verbs
 - E. Tone / emphasis
 - F. Rhetorical choices
- IV. Active Reading and Textual Analysis
 - A. Preparation
 - B. Understanding contexts and genres
 - C. Patterns of organization
 - D. Distinguishing facts from opinions
 - E. Responding to texts
 - 1. Taking notes
 - 2. Highlighting / quoting
 - 3. Critical discussion
 - F. Vocabulary
 - 1. Using a dictionary
 - 2. Reading in context
 - 3. Denotation and connotation
 - G. Understanding theme and thesis
 - H. Figurative Language
 - I. Understanding style / rhetorical choices
- V. The In-Class Essay and Essay Exam
 - A. Preparation
 - B. Reading and understanding instructions
 - C. Planning and notation
 - D. Developing organized and distinct paragraphs
 - E. Managing time
 - F. Proofreading
- VI. The Research Process
 - A. Selecting a topic and developing a thesis
 - B. Locating relevant sources
 - 1. Using an online library index
 - 2. Using the Internet
 - 3. Using the library
 - a. reference area
 - b. book collection
 - c. circulation / reserve desk
 - C. Taking notes
 - D. Evaluating sources
 - E. Organizing notes in an outline
 - F. Incorporating paraphrases, summaries, and quotations
 - G. MLA documentation
 - 1. Textual citation
 - 2. Works Cited list
 - H. Understanding and avoiding plagiarism
- VII. Academic Conventions and Expectations
 - A. Typed essay presentation
 - B. Standard text font and size
 - C. Headers and title
 - D. Spacing and margins
 - E. Pagination
 - F. Indentation
 - G. Quotations
 - 1. Punctuation
 - 2. In-text and block quotation formats
 - 3. Documentation guidelines
 - H. Joining and valuing a community of academic voices

Course Subject & Number: ENGL 101
Course Name: *Academic Composition

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. Readings of short texts—essays, journalism, fiction, speeches—to serve as models of genre, structure, syntax, tone, and rhetorical style, and to provide material for textual analysis, are assigned regularly.
2. At least one book (nonfiction or fiction), minimum length 60,000 words, is required reading for each student.
3. Periodic reading assignments from a required writing handbook act as a supplement to lectures.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Each student will write at least 8,000 words throughout all compositional tasks (ungraded as well as graded); at least 4,000 words are to be part of five required and graded writing assignments, primarily critical essays and research papers.
2. Two of the assigned essays must require MLA documentation.
3. Two essays must be written in the classroom under a time limit.
4. At least one of the assigned essays must be a textual analysis paper.
5. At least one of the essays must be a research paper, minimum length of 1,000 words.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional weekly assignments may include oral presentations, MLA documentation exercises, and sentence and grammar review exercises. Brief assignments in the practice of library research skills, including online tutorials, may also be given.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2-3 hours per week

Writing Assignments: 3-4 hours per week

Computational Assignments: Not applicable

Other Assignments: 1-2 hours per week

Course Subject & Number: ENGL 101
Course Name: *Academic Composition

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures covering assigned texts and coursework.
Instructor-facilitated small group discussions, collaborative learning, and peer review workshops.
Individual instruction, conferencing, and evaluation of student work.
Audio/visual presentations.
Modeling and demonstrations of written work.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Compose college-level essays as measured by the criteria on the standard ENGL 101 rubric: audience awareness, thesis, development, organizational structure, word choice / grammatical correctness, and academic conventions. (Objectives 1, 2, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, and 15)
2. Rigorously analyze and evaluate texts. (Objectives 7, 8, and 9)
3. Appropriately document essays incorporating outside research and show mastery of academic citation guidelines as demonstrated on a required MLA exam developed by discipline faculty. (Objectives 11, 12, 13, 14, 15)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

- The Academic Writer: A Brief Guide.* (1st edition) Lisa Ede. Bedford / St. Martin's, 2008.
Everything's an Argument with Readings. (4th edition) Andrea A. Lunsford, John J. Ruskiewicz, and Keith Walters, eds. Bedford / St. Martin's, 2007.
From Inquiry to Academic Writing: A Practical Guide. (1st edition) Stuart Greene and April Lidinsky. Bedford / St. Martin's, 2008.
GhettoNation: Dispatches from America's Culture War. Cora Daniels. Random, 2007.
Into the Wild. (Reissue) Jon Krakauer. Random, 2007.
Nickel and Dimed: On (Not) Getting by in America. (Reprint) Barbara Ehrenreich. Henry Holt, 2008.
A Pocket Style Manual with 2009 MLA Update. (5th edition) Diana Hacker. Bedford / St. Martin's, 2010.
Signs of Life in the USA: Readings on Popular Culture for Writers. (6th edition) Sonia Maasik and Jack Solomon, eds. Bedford / St. Martin's, 2009.
A Writer's Reference with 2009 MLA Update. (6th edition) Diana Hacker. Bedford / St. Martin's, 2010.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT 13 2009
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BY: Mauregui

SECTION I

Date Initial
AP&P Representative: 10/13/09 DJ
(indicates division review and approval)
Division Dean/Director: 10/13/09 [Signature]
Faculty Name: (print) MARK HOFFER

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 10/13/09

COURSE SUBJECT & NUMBER: ENGL 102
COURSE TITLE: *Critical Thinking and Literature

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Course name has been changed to coincide with ENGL 101 (Academic Composition) and ENGL 103 (Critical Thinking and Research). Course Description has been clarified. Suggested Texts have been updated.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:
 Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- X COR Revision (4/2007)
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

COURSE SUBJECT & NUMBER: ENGL 102

COURSE NAME: *Freshman Composition II: Reasoning and Literary Analysis

COURSE UNITS: 3 **COURSE HOURS:** 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

An advanced composition course that gives students instruction and practice in critical reading, thinking, and writing using literature and literary analysis as the subject matter. Students will learn to create effective arguments that demonstrate their ability to reason logically, to recognize the structural, rhetorical, and aesthetic features of both primary and secondary texts, and to engage and converse with a variety of perspectives and approaches from different literary genres and traditions. [CAN ENGL 4] (CSU,UC,AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Compose well-organized critical arguments that provide logical analyses of literary works.
2. Recognize how the structural elements of fiction, poetry, and drama differ and correspond.
3. Examine the ways language is used in literature and objectively assess the rhetorical and aesthetic effect of such uses.
4. Discuss how literature argues from various social, moral, psychological, historical, and philosophical points of view.
5. Apply various critical approaches to literature while recognizing the assumptions and limits inherent in any one approach.
6. Analyze the logical relationships between culture, author, text, and reader.
7. Apply a critical vocabulary of literary terms with both objectivity and precision.
8. Distinguish between summary and analysis in written literary responses.
9. Differentiate an emotionally subjective response from a reasoned analysis.
10. Incorporate textual support as well as research material using proper MLA format.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 102
COURSE NAME: *Critical Thinking and Literature
COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Using literature and literary analysis as the subject matter, this advanced composition course offers students instruction and practice in critical reading, thinking, and writing. Students will learn to create effective arguments that demonstrate their ability to reason logically, to recognize the structural, rhetorical, and aesthetic features of both primary and secondary texts, and to engage and converse with a variety of perspectives and approaches from different literary genres and traditions. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Compose well-organized critical arguments that provide logical analyses of literary works.
2. Recognize how the structural elements of fiction, poetry, and drama differ and correspond.
3. Examine the ways language is used in literature and objectively assess the rhetorical and aesthetic effect of such uses.
4. Discuss how literature argues from various social, moral, psychological, historical, and philosophical points of view.
5. Apply various critical approaches to literature while recognizing the assumptions and limits inherent in any one approach.
6. Analyze the logical relationships between culture, author, text, and reader.
7. Apply a critical vocabulary of literary terms with both objectivity and precision.
8. Distinguish between summary and analysis in written literary responses.
9. Differentiate an emotionally subjective response from a reasoned analysis.
10. Incorporate textual support as well as research material using proper MLA format.

Course Subject & Number: ENGL 102
Course Name: *Critical Thinking and Literature

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Critical Reading

A. Genres

1. Fiction
2. Poetry
3. Drama

B. Language Use

1. Rhetorical
2. Aesthetic

II. Critical Thinking

A. Literature as Argument

B. Critical Approaches to Literature

III. Critical Writing

A. Literary Terminology

1. Character
2. Speaker
3. Persona
4. Point of View
5. Plot
6. Tone
7. Symbol
8. Theme

B. Argumentation

1. Summary vs. Analysis
2. Subjective vs. Objective Responses

C. Research and MLA Format

Course Subject & Number: ENGL 102
Course Name: *Critical Thinking and Literature

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selections from assigned literature (novels, short stories, poems, plays) and may also be supplemented by readings offering critical theory or analysis of the selected literary works.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Students will write at least 8,000 words throughout all composing tasks (ungraded as well as graded), 4,000 of which will be written in at least five graded assignments.
2. At least three of the assigned essays must include MLA documentation.
3. At least two essays must be written in class under a time limit.
4. At least one paper must include research material.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional homework may include brief assignments to practice research skills, or preparation for in-class presentations and participation in group work.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2-3 hours per week

Writing Assignments: 3-4 hours per week

Computational Assignments: Not applicable

Other Assignments: 1-2 hours per week

Course Subject & Number: ENGL 102
Course Name: *Critical Thinking and Literature

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures
Class and/or Group Discussions
Audio/visual Materials
Guest Speakers

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Rigorously analyze and evaluate works of literature and literary criticism. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10)
2. Use appropriate and precise literary and critical terminology. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, and 9)
3. Logically discuss and write about the relationship between culture and literature. (Objectives 1, 4, 6, 8, 9, and 10)
4. Appropriately document essays incorporating outside research. (Objective 10)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Approaching Literature: Writing, Reading, Thinking. (2nd edition) Peter Schakel, ed. Bedford / St. Martin's, 2008.
The Bedford Glossary of Critical and Literary Terms. (3rd edition) Ross Murfin, ed. Bedford / St. Martin's, 2009.
Literature: Reading Fiction, Poetry, and Drama. (6th edition) Robert DiYanni, ed. McGraw-Hill, 2007.
Making Arguments about Literature. (1st edition) John Schilb, ed. Bedford / St. Martin's, 2005.
The Norton Anthology of Theory and Criticism. (2nd edition) Vincent B. Leitch, ed. Norton, 2010.
Writing about Literature with 2009 MLA Update. (2nd edition) Janet E. Gardner, ed. Bedford / St. Martin's, 2009.

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 BY: *W. A. ...*

ANTELOPE VALLEY COLLEGE
 ACADEMIC POLICIES & PROCEDURES
 Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date _____ Initial _____
 AP&P Representative: 10/13/09 DR
(indicates division review and approval)

Division Dean/Director: 10/13/09 *[Signature]*

Faculty Name: (print) MARK HOFFER

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Date 10/13/09

COURSE SUBJECT & NUMBER: ENGL 103

COURSE TITLE: *Critical Thinking and Research

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison: Course name has been changed to coincide with ENGL 101 (Academic Composition) and ENGL 102 (Critical Thinking and Literature). Course Description has been clarified. Greater emphasis on incorporating research material and using MLA documentation has been added to Typical Writing Assignments. Suggested Texts have been updated.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:
 Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course. Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 12/06/2007
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

COURSE SUBJECT & NUMBER: ENGL 103

COURSE NAME: *A Critical Approach to Reading, Writing, and Research

COURSE UNITS: 3.0 **COURSE HOURS:** 3.0

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

An advanced composition course that gives students instruction and practice in critical thinking and argumentative writing skills through a synthesis of library research, an awareness of language, and a study of the basic principles of logical analysis. Students will learn to interpret and analyze complex texts, write concisely and cogently, and conduct library research with efficiency, as well as successfully incorporate secondary sources into written works. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Compose well-organized, critical arguments that provide logical analysis of selected texts.
2. Recognize how structural elements, opinions, and facts work to enhance the arguments under consideration.
3. Examine the ways language is used and objectively assess the rhetorical effect of such uses.
4. Identify style as an indicator of the author's meaning.
5. Identify both inductive and deductive reasoning and, when appropriate, establish a relationship between the two.
6. Recognize logical fallacies—both kind and degree—and how these create a response.
7. Differentiate an emotionally subjective response from a reasoned analysis.
8. Establish a clear relationship between one's own ideas and those of a secondary source.
9. Conduct library and other types of research for topics of both large and small scope.
10. Discriminate between scholarly and questionable source material.
11. Incorporate textual support as well as research material using proper MLA format.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 103

COURSE NAME: *Critical Thinking and Research

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This advanced composition course gives students instruction and practice in critical thinking and argumentative writing skills through a synthesis of research, an awareness of language, and a study of the basic principles of logical analysis. Students will learn to interpret and analyze complex texts, write concisely and cogently, conduct research with efficiency, and successfully incorporate secondary sources in support of their own analytical arguments. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Compose well-organized, critical arguments that provide logical analysis of selected texts.
2. Recognize how structural elements, opinions, and facts work to enhance the arguments under consideration.
3. Examine the ways language is used and objectively assess the rhetorical effect of such uses.
4. Identify style as it relates to content, meaning, and form.
5. Identify both inductive and deductive reasoning and, when appropriate, establish a relationship between the two.
6. Recognize logical fallacies—both kind and degree—and how these create a response.
7. Differentiate an emotionally subjective response from a reasoned analysis.
8. Establish a clear relationship between one’s own ideas and those of a secondary source.
9. Conduct library and other types of research for topics of both large and small scope.
10. Discriminate between scholarly and questionable source material.
11. Incorporate textual support as well as research material using proper MLA format.

Course Subject & Number: ENGL 103
Course Name: *Critical Thinking and Research

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Argumentative Writing Skills

- A. The Writing Process
- B. Purpose and Audience
- C. Methods of Development
- D. Stylistic Devices and Techniques

II. Critical Thinking Skills

- A. Effects of Diction and Style in Argument
- B. Types of Evidence
- C. Evaluation of Evidence and Claims
- D. Inductive and Deductive Reasoning
- E. Logical Fallacies
- F. Techniques and Terms of Effective Argumentation

III. Analytical Reading Skills

- A. Analysis of Argumentation
- B. Ethos, Logos, and Pathos
- C. Rhetorical Strategies
- D. Style and Stylistic Devices

IV. Library and Other Sources of Research

- A. Search Engines and Databases
- B. Critiques of Source Material
- C. MLA Documentation of Sources

Course Subject & Number: ENGL 103
Course Name: *Critical Thinking and Research

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selections from assigned nonfiction texts and fiction as it relates to intertextual analysis.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Students will write at least 8,000 words throughout all composing tasks (ungraded as well as graded), 4,000 of which will be written in at least five graded assignments.
2. At least three of the assigned essays must include MLA documentation.
3. At least two essays must be written in class under a time limit.
4. At least two papers must include research material.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional homework may include brief assignments to practice library or other research skills, or preparation for in-class presentations and participation in group work.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 2-3 hours per week

Writing Assignments: 3-4 hours per week

Computational Assignments: Not applicable

Other Assignments: 1-2 hours per week

Course Subject & Number: ENGL 103
Course Name: *Critical Thinking and Research

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures
Class and/or Group Discussions
Audio/visual Materials
Guest Speakers

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Rigorously analyze and evaluate texts. (Objectives 1, 2, 3, 4, 5, 6, 7, and 8)
2. Logically synthesize and formulate extended cogent arguments. (Objectives 1, 2, 3, 4, 5, 6, 7, and 8)
3. Appropriately document essays incorporating multiple forms of research. (Objectives 8, 9, 10, and 11)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The Bedford Researcher with 2009 MLA Update. (3rd edition) Mike Palmquist, ed. Bedford / St. Martin's, 2010.
Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument. (8th edition) Sylvan Barnet, ed. Bedford / St. Martin's, 2008.
Elements of Argument: A Text and Reader. (9th edition) Annette T. Rottenburg, ed. Bedford / St. Martin's, 2009.
Exploring Language. (12th edition) Gary Goshgarian, ed. Longman, 2010.
Language Awareness: Readings for College Writers. (10th edition) Paul Eschholz, ed. Bedford / St. Martin's, 2009.
Research and Documentation in the Electronic Age. (5th edition) Diana Hacker, ed. Bedford / St. Martin's, 2010.
A World of Ideas: Essential Readings for College Writers. (8th edition) Lee A. Jacobus, ed. Bedford / St. Martin's, 2010.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 21 2009
SHO-32008
BY: Mauriceau

SECTION I

Date _____ Initial _____
AP&P Representative: 10/19/09 DR
(indicates division review and approval)

Division Dean/Director: 10/21/09 [Signature]

Faculty Name: (print) Dr. Rachel Jennings

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 10/16/2009

COURSE SUBJECT & NUMBER: ENGL 225

COURSE TITLE: *English Literature 800-1750

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Expanded the course description to include how literature is appropriated by "subsequent writers, translators, and filmmakers." Updated the objectives: replaced outdated approaches with contemporary concerns, added the issue of literature in translation, incorporated more language from Bloom's taxonomy, also harmonized with other more current CORs such as those for English 230 and 248.
Added Critical Approaches to the Course Content.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**
 Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ENGL 225
COURSE NAME: *English Literature 800-1750
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of English 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A survey of the literature of England from the Anglo-Saxon period to the early Neoclassical, with emphasis on their intrinsic qualities as well as their relationship to the historical, social, and philosophical currents which they parallel. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ the language of literary criticism and literary terminology.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material and compose analytical and/or research papers using MLA citations and format.
5. Recognize the attributes that make literary works unusual and timeless.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing critical essays.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of gender and class as they are reflected in the works read.
10. Discuss a broad range of early British literature, from the Anglo-Saxons, through the Middle Ages and the Renaissance and to the early years of the eighteenth century.
11. Explain how changing intellectual, historical, cultural, religious and social events affect the first millenium of English literature.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 225

COURSE NAME: *English Literature 800-1750

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This transfer-level course surveys English literature from the Anglo-Saxon period to the early neoclassical. Texts from a diverse range of poetry, plays, and prose are appreciated for their intrinsic qualities, connected to their original historical and cultural contexts, and reflected upon in relation to more recent history and the present (for example, in their appropriation, over time and space, by subsequent writers, translators, and filmmakers). This survey is characterized by critical thinking, close textual reading, and analytic writing. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Demonstrate broad familiarity with texts generally associated with an English literature survey.
2. Compare and evaluate diverse critical perspectives on texts.
3. Practice critical reading, writing, and discussion skills.
4. Write thesis-driven, analytic, synthetic, or evaluative essays, incorporating academic sources, in MLA format.
5. Apply, in talking and writing about texts, language associated with objective academic discourse.
6. Use and synthesize academic sources to evaluate and theorize about texts.
7. Recognize and articulate what it means to read literature in translation, and how the translation of literature over space and time, culture and language, affects its interpretation and use.
8. Recognize and articulate ways in which assigned texts have functioned in Western culture, such as in their relations to women, subsequent writers, and filmmakers.
9. Analyze and appraise texts using formalist and historicist literary-critical methods and theory.
10. Analyze texts comparatively.
11. Synthesize, debate, and appraise formalist and historicist issues surrounding texts.
12. Synthesize, debate, and appraise texts in light of contemporary diversity concerns, such as ethnicity, nationality, class, gender, and sexual orientation.

Course Subject & Number: ENGL 225
Course Name: *English Literature 800-1750

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Critical Approaches

- A. Formalist approaches to texts including genres (poetry, plays, prose) and subgenres, and their elements.
- B. Historicist approaches to texts (the relationship of texts to the following: writers; historical contexts, past and present; readers, past and present).
- C. Issues and problems of translation in language, culture, time, and space.
- D. Diversity and text selection for an English literature survey, including issues in defining English and British literature.
- E. Intertextuality: examples of connections between texts; examples of writers, artists, and filmmakers creatively appropriating texts.

II. Reading Selections from the Anglo-Saxon Period

III. Reading Selections from the Anglo-Norman Period

IV. Reading Selections from the Middle Ages

V. Reading Selections from the Sixteenth Century and the Early Seventeenth Century

VI. Reading Selections from the Restoration and the Early Eighteenth Century

Course Subject & Number: ENGL 225
Course Name: *English Literature 800-1750

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selections from English literature, and may also include readings from assigned support texts or essays that situate the literature contextually or critically.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Throughout all course composing tasks, the student will write a minimum of 6,500 words. Composing tasks may consist of journal responses to readings, in-class writing tasks, and typed critical and research essays that engage the student in acts of synthesis, analysis, and evaluation. Typed essays will be in MLA format.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional homework may include preparation for in-class presentations and participation in group work.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3-4 hours per week

Writing Assignments: 3-4 hours per week

Computational Assignments: Not applicable

Other Assignments: 0-4 hours per week

Course Subject & Number: ENGL 225
Course Name: *English Literature 800-1750

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture
Instructor-facilitated large and small group discussions
Multimedia

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

When evaluating assignments, tests, and class presentations, the instructor will be looking for the student's ability to:

1. Discuss and write about texts in an academic fashion (objectives 1-6).
2. Discuss and write about texts with sensitivity to issues surrounding intertextuality, translation, and culture (objectives 7, 8, 9, 10, 11, 12).
3. Discuss and write about texts utilizing formalist and historicist approaches (objectives 7, 8, 9, 10, 11, 12).
4. Discuss and write about texts employing comparisons, analysis, synthesis, and evaluation (objectives 2, 3, 4, 6, 9, 10, 11, 12).

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The Norton Anthology of English Literature, Volumes A-C. (8th edition) Stephen Greenblatt and M.H. Abrams, eds. W.W. Norton, 2006.

The Longman Anthology of English Literature, Volumes 1A-1C. (3rd edition) David Damrosch, ed. Longman, 2009.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT 28 2009
SLO-3-20-08
BY: M. [Signature]

SECTION I

Date Initial
AP&P Representative: 10/22/09 DR
(indicates division review and approval)

Division Dean/Director: 10/23/09 [Signature]

Faculty Name: (print) Dr. Rachel Jennings

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 10/21/2009

COURSE SUBJECT & NUMBER: ENGL 226

COURSE TITLE: *English Literature 1750-1900

- NEW COURSE
- *REVISED COR (description, objectives, content, etc.)
- *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Harmonized with the new 225:
Expanded the course description to match 225.
Updated the objectives by replacing outdated approaches with contemporary concerns, and incorporated more language from Bloom's taxonomy.
Added Critical Approaches to the Course Content.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
- No (course offered for letter grade only) Explain:
- Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree
- Vocational Education (see page 4, section VIII)
- Transfer
- Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One
- CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: Engl 226
COURSE NAME: * English Literature 1750-1900
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Course Prerequisite: Completion of English 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

A survey of literature of England from the late Neoclassical period to late Victorian, with emphasis on their intrinsic qualities, as well as their relationship to the philosophical, historical, and social currents they parallel.
(CSU, UC AVC)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ the language of literary criticism and literary terminology.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material and compose analytical and/or research papers using MLA citations and format.
5. Recognize the attributes that make literary works unusual and timeless.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing critical essays.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of gender, race and class as they are reflected in the works read.
10. Discuss a broad range of British literature, from the late Neoclassical period to the end of the Victorian Age.
11. Explain how changing intellectual, historical, cultural, religious and social events affect earlier modern English literature.



ANTELOPEVALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 226

COURSE NAME: *English Literature 1750-1900

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This transfer-level course surveys English literature from the Late Neoclassical to the late Victorian period. Texts from a diverse range of poetry, plays, and prose are appreciated for their intrinsic qualities, connected to their original historical and cultural contexts, and reflected upon in relation to more recent history and the present (for example, in their appropriation, over time and space, by subsequent writers, and filmmakers). This survey is characterized by critical thinking, close textual reading, and analytic writing. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Demonstrate broad familiarity with texts generally associated with an English literature survey.
2. Compare and evaluate diverse critical perspectives on texts.
3. Practice critical reading, writing, and discussion skills.
4. Write thesis-driven, analytic, synthetic, or evaluative essays, incorporating academic sources, in MLA format.
5. Apply, in talking and writing about texts, language associated with objective academic discourse.
6. Use and synthesize academic sources to evaluate and theorize about texts.
7. Recognize and articulate ways in which assigned texts have functioned in Western culture, such as in their relations to women, subsequent writers, and filmmakers.
8. Analyze and appraise texts using formalist and historicist literary-critical methods and theory.
9. Analyze texts comparatively.
10. Synthesize, debate, and appraise formalist and historicist issues surrounding texts.
11. Synthesize, debate, and appraise texts in light of contemporary diversity concerns, such as ethnicity, nationality, class, gender, and sexual orientation.

Course Subject & Number: ENGL 226
Course Name: *English Literature 1750-1900

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Critical Approaches

- A. Formalist approaches to texts including genres (poetry, plays, prose) and subgenres, and their elements.
- B. Historicist approaches to texts (the relationship of texts to the following: writers; historical contexts, past and present; readers, past and present).
- C. Issues and problems of translation in language, culture, time, and space.
- D. Diversity and text selection for an English literature survey, including issues in defining English and British literature.
- E. Intertextuality: examples of connections between texts; examples of writers, artists, and filmmakers creatively appropriating texts.

II. Reading Selections from the Late Neoclassical Period

III. Reading Selections from the Romantic Period

IV. Reading Selections from the Victorian Period

Course Subject & Number: ENGL 226
Course Name: *English Literature 1750-1900

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selections from English literature, and may also include readings from assigned support texts or essays that situate the literature contextually or critically.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Throughout all course composing tasks, the student will write a minimum of 6,500 words. Composing tasks may consist of journal responses to readings, in-class writing tasks, and typed critical and research essays that engage the student in acts of synthesis, analysis, and evaluation. Typed essays will be in MLA format.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional homework may include preparation for in-class presentations and participation in group work.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3-4 hours per week

Writing Assignments: 3-4 hours per week

Computational Assignments: Not applicable

Other Assignments: 0-4 hours per week

Course Subject & Number: ENGL 226
Course Name: *English Literature 1750-1900

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture
Instructor-facilitated large and small group discussions
Multimedia

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

When evaluating assignments, tests, and class presentations, the instructor will be looking for the student's ability to:

1. Discuss and write about texts in an academic fashion (objectives 1-6).
2. Discuss and write about texts with sensitivity to issues surrounding intertextuality, translation, and culture (objectives 7, 8, 9, 10, 11).
3. Discuss and write about texts utilizing formalist and historicist approaches (objectives 7, 8, 9, 10, 11).
4. Discuss and write about texts employing comparisons, analysis, synthesis, and evaluation (objectives 2, 3, 4, 6, 8, 9, 10, 11).

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The Norton Anthology of English Literature, Volumes C-E. (8th edition) Stephen Greenblatt and M.H. Abrams, eds. W.W. Norton, 2006.

The Longman Anthology of English Literature, Volumes 1C-2B. (3rd edition) David Damrosch, ed. Longman, 2009.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
NOV 19 2009
BY: *M. Auereg*

SECTION I

Date _____ Initial _____
 AP&P Representative: 11/19/09 DR
(indicates division review and approval)
 Division Dean/Director: 11/19/09 [Signature]
 Faculty Name: (print) MARK HOFFER

AP&P Approval:
Date _____
 V.P. Academic Affairs:
Signature _____

Date 11/19/09

COURSE SUBJECT & NUMBER: ENGL 259

COURSE TITLE: *Gender, Image, and Rhetoric

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
 The Course Title has been revised to reflect the tone and wording of contemporary diversity courses. Course Description, Course Objectives, and Course Content have been streamlined and strengthened to maximize student interest, engagement, and critical thinking standards. Typical Homework Assignments, Methods of Instruction, and Methods of Evaluation remain largely unchanged but are keyed to the revised Content and Objectives. Suggested Texts have been updated.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient.*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.
 Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ENGL 259
COURSE NAME: * Images of Women in Literature
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Prerequisite: Completion of English 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course offers an examination of literature by and about women from various cultures, ethnicities, and backgrounds. The course's primary focus is on the various roles and images women have been assigned to play in both literature and in society. The course will also examine the evolution of what has been called "women's writing." Through close analysis of the various genres—short stories, poems, plays, essays, and journals—students will explore and discuss the positive images and negative stereotypes of women as they are portrayed in literary works, reflected in society, and defined in theory and practice.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Examine the role of literature as a means of reflecting and shaping women's thoughts and behavior.
2. Recognize and apply the language of literary criticism in discussions and writing, especially feminist critical theories.
3. Develop and use critical reading and writing skills.
4. Conduct library research (traditional and via the internet): locate, evaluate, and synthesize source material and compose analytical and/or research papers using MLA citations and format.
5. Recognize and discuss the attributes that make literary works unusual and timeless.
6. Compare the literary roles and images women have played across cultures and through shared experiences.
7. Explain, analyze, and write about literature using relevant support from various types of literary texts.
8. Discuss a literary work objectively, and recognize subjective responses to the works read.
9. Compare how issues of race, gender, and class as they are reflected in literary texts impact women's lives.
10. Examine and discuss women's contributions as writers.



ANTELOPE VALLEY COLLEGE
 Academic Affairs
 Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 259

COURSE NAME: *Gender, Image, and Rhetoric

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course gives students practice in the reading and analysis of gendered images, as constructed and reinforced by text, context, and culture. Through close study of various genres and media—myth, fiction, nonfiction, film, high art, and popular cultural materials—students will explore and discuss the entrenched, contested, and emerging signifiers of gender, their relation to the study of various ethnic groups and their interactions, as well as the complexities inherent in the study of any human group via its depiction in literature and theory. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize how cultural depictions of gender function rhetorically to reinforce—or undermine—normative roles.
3. Understand and apply the perspectives and terminologies of various critical theories.
4. Develop and use critical reading and writing skills.
5. Conduct academic research to locate, evaluate, and synthesize source material for use in MLA-formatted essays.
6. Explain how both cultural context and medium or genre affect the reception and understanding of content.
7. Differentiate an emotionally subjective response from an objective analysis.
8. Compose arguments using relevant support from various types of textual materials.
9. Recognize how issues of race, class, sexuality, and ethnicity inform the meanings of gender.
10. Articulate the contribution of various writers, artists, and theorists to the academic study of women's literature.

Course Subject & Number: ENGL 259

Course Name: *Gender, Image, and Rhetoric

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Depictions of Gender

- A. Normative / Essentialist Roles
- B. Cultural Assumptions
- C. Challenging / Transforming Roles
- D. Written and Visual Images as Cultural Arguments

II. Critical Frameworks

- A. Theory
 - 1. Feminist / Gender / Queer Studies
 - 2. Cultural Studies
 - 3. New Historicism / Postcolonial Theory
 - 4. Psychological / Archetypal Criticism
 - 5. Formalism
- B. Terminology

III. Critical Responses

- A. Analytical Reading
- B. Composing Arguments
- C. Use of Outside Sources
- D. MLA Format and Documentation

Course Subject & Number: ENGL 259
Course Name: *Gender, Image, and Rhetoric

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selections from assigned literary texts and may also be supplemented by readings exploring the critical contexts of the selected works or authors under study.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will write at least 6,500 words throughout all composing tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional homework may include preparation for in-class presentations and participation in group work.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3-4 hours per week

Writing Assignments: 2-3 hours per week

Computational Assignments: Not applicable

Other Assignments: 1-2 hours per week

Course Subject & Number: ENGL 259
Course Name: *Gender, Image, and Rhetoric

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures
Class and/or Group Discussions
Audio/visual Materials

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As each student completes writing assignments and participates in testing situations, class discussions, group work, or presentations, the instructor will be looking for the student's ability to:

1. Rigorously analyze and evaluate literary and critical texts. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10)
2. Use appropriate and precise literary and critical terminology. (Objectives 1, 2, 3, 4, 6, 7, 8, 9, and 10)
3. Logically discuss and write about the relationship between culture and literature. (Objectives 1, 2, 6, 9 and 10)
4. Appropriately document essays incorporating outside research. (Objectives 5 and 8)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Beloved. Toni Morrison. Knopf, 2004.

The Chronicles of Panchita Villa and Other Guerilleras: Essays on Chicana / Latina Literature and Criticism. Tey Diana Rebolledo. U of Texas P, 2006.

The Complete Persepolis. Marjane Satrapi. Random, 2007.

Feminist Literary Theory and Criticism: A Norton Reader. Sandra M. Gilbert and Susan Gubar, eds. Norton, 2006.

The Norton Anthology of Literature by Women. (3rd edition) Sandra M. Gilbert and Susan Gubar, eds. Norton, 2007.

The Penelopiad: The Myth of Penelope and Odysseus. Margaret Atwood. Canongate, 2006.

A Room of One's Own. Virginia Woolf. Houghton Mifflin, 2005.

Tell This Silence: Asian American Women Writers and the Politics of Speech. Patti Duncan. U of Iowa P, 2004.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 21 2009
SLO 3-20-08
BY: *M. J. ...*

SECTION I

	Date	Initial
AP&P Representative: <i>(indicates division review and approval)</i>	<u>10/19/09</u>	<u>DR</u>
Division Dean/Director:	<u>10/21/09</u>	<u>[Signature]</u>
Faculty Name: (print)	<u>SCOTT</u>	<u>COVELL</u>

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

Date 10/13/09

COURSE SUBJECT & NUMBER: ENGL 299

COURSE TITLE: *Special Topics in Literature: Contemporary Amer Literature (1945-Present)

- NEW COURSE
 *REVISED COR (description, objectives, content, etc.)
 *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison: Course Description, Course Objectives, Course Content, Typical Reading Assignments, Methods of Evaluation, and Suggested Texts have been changed to accommodate the new focus of the course.*

would this be a new course?

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: Engl 299
COURSE NAME: *Special Topics in Literature: The Literature of the Sea
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
 Course Prerequisite: Completion of ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course is designed to increase students' knowledge of texts in English that are set at, or near to, the sea/ocean and concern such motifs as storms, shipwrecks, castaways, pirates, slavery, sea monsters, whaling, and fishing. The course explores questions such as the following: What is our fascination with the sea? Why are we obsessed with its monsters? What is the appeal of pirates, and how have these dangerous outlaws become the stuff of children's literature and family entertainment? What is the sea's relationship to masculinity and femininity? The course adopts a cultural studies approach in that, in addition to covering classics of literary fiction, it gives legitimacy to non-fiction, popular culture, and film. It collects texts from Shakespeare's day to the present under one umbrella in order that they may converse with each other. Related texts may be grouped and analyzed under the lens of a relevant critical theory (such as postcolonial discourse theory, mythological criticism and psychoanalysis, gender criticism, and postmodernism).

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ the language of literary criticism.
3. Practice critical reading skills.
4. Demonstrate the ability to research and synthesize material from outside the given text in developing an oral project, critical paper, or research paper in MLA format.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Demonstrate the ability to discuss literature using relevant support from the text.
7. Demonstrate the ability to analyze a work of literature using a critical essay.
8. Illustrate the ability to view a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Identify the issues of different cultures and social structures as they are reflected/constructed in the works read.
10. Demonstrate the ability to analyze the broad range of texts that constitutes the literature of the sea including (but not limited to) plays, novels (literary and popular), non-fiction prose (such as travel narratives or slave narratives), poetry, and film.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ENGL 299

COURSE NAME: *Special Topics in Literature: Contemporary American Literature (1945-Present)

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

The concentration of this course is on the poetry, prose, and drama produced by Americans from 1945 to the present; students are introduced to some of the historical, cultural, religious and social issues which helped shape the ideas of the times including literary and cultural movements such as Realism, Modernism, Post-Modernism, and Multiculturalism. Emphasis is placed on how and why a work may have been written, and some standard literary terminology is introduced. Poetry, prose, drama, and non-fiction readings are supplemented by discussions and audiovisual aids. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Analyze the role of literature as a means of reflecting and shaping thought and behavior.
2. Recognize and employ literary terminology and the language of literary criticism.
3. Practice critical reading and writing skills.
4. Conduct library research (traditional and via the Internet): locate, evaluate, and synthesize source material from outside the given text in developing a written or oral project.
5. Recognize the attributes that make literary works multi-layered and enduring.
6. Discuss literature using relevant support from the text.
7. Analyze a work of literature by writing a critical essay.
8. Evaluate a literary work objectively, being able to understand and analyze subjective responses to the works read.
9. Recognize issues of race, gender, and class as they are reflected in the works read.
10. Recognize a broad range of American works.
11. Explain how changing intellectual, historical, cultural, religious, and social events affected this period of American literature.
12. Incorporate textual support as well as research material using proper MLA format in the composition of analytical and/or research papers.

Course Subject & Number: ENGL 299

Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

Mid-to-Late 20th-Century to Early 21st- Century American Literature

- A. Realism
- B. Modernism
- C. Post-Modernism
- D. Contemporary Movements and Trends in Literature and Theory
- E. Multicultural Literature

Critical Framework for Discussion of Literature

I. Literary Genres

A. Non-Fiction

- 1. Journals
- 2. Essays
- 3. Speeches
- 4. Pamphlets and Political Tracts

B. Fiction

- 1. Poetry
- 2. Oral Stories
- 3. Theatrical Plays
- 4. Short Stories
- 5. Novels

C. Genres that Blur Distinctions

- 1. New Journalism
- 2. Graphic Novels
- 3. Screenplays

II. Overview of various literary theories such as:

- A. Historical
- B. Sociological
- C. Reader Response
- D. Psychological
- E. Post-Colonial
- F. Formalist
- G. Gender Studies

III. Basic Elements of Fiction, Poetry, and Non-Fiction:

A. Fiction Elements:

Plot, setting, character, point of view, theme, tone

B. Poetry Elements:

Form, imagery, speaker, tone, line

C. Non-Fiction Elements

Point of View, Style, Tone, narrative structure

IV. Review of Research Methodologies

V. Review of MLA Documentation format

Course Subject & Number: ENGL 299

Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly readings will include selected American literature of this period and may also be supplemented by readings exploring the history, background, critical theory, and analysis of the selected works or period under study.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will be required to write at least 6,500 words throughout all composing tasks, some of which will include practice of research skills. These assignments may include reading responses, journals, in-class essays, critical essays, and analytical research papers using proper MLA documentation and format.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Not applicable

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional weekly assignments may include the practice of library research skills or preparation for in-class presentations or participation in group work.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 4-5 hours

Writing Assignments: 1-2 hours

Computational Assignments: N/A

Other Assignments: 1-2 hours researching and compiling of notes

Course Subject & Number: ENGL 299

Course Name: *Special Topics in Literature: Contemporary American Literature (1945-Present)

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures
Class and/or Group Discussions
Collaborative Assignments
Audio/visual Materials
Guest Speakers

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

As each student does writing assignments and participates in class discussions, small group work, and class presentations, the instructor will be looking for the student's ability to:

- 1) Rigorously analyze and evaluate works of American literature and literary criticism. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12)
- 2) Use appropriate and precise literary terms and critical terminology. (Objectives 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11)
- 3) Logically discuss and write about the relationship between culture and literature. (Objectives 1, 3, 5, 9, 10, and 11).
- 4) Appropriately document essays incorporating outside research. (Objectives 4 and 12)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

The Autumn House Anthology of Contemporary American Poetry. Sue Ellen Thompson, ed. Autumn House Press, 2005.
The Ecco Anthology of Contemporary American Short Fiction. Joyce Carol Oates, ed. Harper Perennial, 2008.
The Heath Anthology of American Literature: 1945 to the Present. Volume E. (6th edition) Paul Lauter, ed. Houghton Mifflin, 2010.



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 018
COURSE NAME: *ESL Reading and Writing 1 (Formerly ESL 070)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This introductory level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal reading skills. Focus is also on building students' written vocabulary and grammar. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ Reading Skills (e.g., dictionary skills, literal reading skills, identifying main ideas and supporting details, spelling rules) through a variety of brief, high-interest, non-fictional texts.
- 2) Apply vocabulary within American Cultural thematic units of high-interest.
- 3) Use grammar (e.g., The BE-Verb; Pronouns; the simple past, present, and future; adjectives; common modals)
- 4) Demonstrate writing at the sentence level (e.g., The sentence; commas; the paragraph; descriptive writing, narrative writing, persuasive writing; compound sentences).



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 018

COURSE NAME: ESL Reading and Writing 1

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

none

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This introductory level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal reading skills. Focus is also on building students' written vocabulary and grammar. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ Reading Skills (e.g., dictionary skills, literal reading skills, identifying main ideas and supporting details, spelling rules) through a variety of brief, high-interest, non-fictional texts.
- 2) Apply vocabulary within American Cultural thematic units of high-interest.
- 3) Use grammar (e.g., The BE-Verb; pronouns; the simple past, present, and future; adjectives; common modals)
- 4) Demonstrate writing at the sentence level (e.g., The sentence; commas; the paragraph; descriptive writing, narrative writing, persuasive writing; compound sentences).

- 3) Lists
- C) The Paragraph
 - 1) Pre-Writing
 - a) Brainstorming
 - b) Clustering
 - c) Sequencing
 - i) Spatial Order
 - ii) Time Order
 - 2) Indenting
- D) Descriptive Writing
 - 1) Comparatives
 - 2) Equatives
 - 3) Adjectives
- E) Narrative Writing
 - 1) Using the simple past in a "life story"
 - 2) Using the past progressive
- F) Persuasive Writing
 - 1) Expressing an opinion
 - 2) Giving examples/support
- G) Compound Sentences
 - 1) Using BECAUSE
 - 2) Using BEFORE & AFTER
 - 3) Using WHEN

Course Subject & Number: ESL 018
Course Name: ESL Reading and Writing I

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 1-page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this level (e.g., The Quest Collection in the AVC Library).

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the sentence level - up to 50 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. (Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.)

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 018
Course Name: ESL Reading and Writing 1

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, employing reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.
- 2) Student's fulfillment of Objective 2, applying vocabulary, is evaluated by workbook activities, journal/writing, and/or tests.
- 3) Student's fulfillment of Objective 3, using grammar, is evaluated by journal/writing and/or tests.
- 4) Student's fulfillment of Objective 4, demonstrating writing at the sentence level, is evaluated by journal/writing, presentations (e.g., portfolios), and/or tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Dictionary:

- 1) Longman Dictionary of American English (4th Ed.). (2008). White Plains: Pearson Education.

Writing Texts:

- 2) Folse, Keith; Muchomr-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Sentences for Great Paragraphs (3rd Ed.). Boston: Heinle.

Reading and Writing Texts:

- 3) Broukal, Milada. (2010). Weaving it Together 1 (3rd Ed.). Boston: Heinle.
(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)
- 4) Beaumont, John. (2008). Northstar - Focus on Reading and Writing: Intro. (2nd Ed.). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES**
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
5:10.3.3.08
BY: *M. Auregio*

SECTION I

Date Initial

AP&P Representative:
(indicates division review and approval)

9/23/09

DR

Division Dean/Director:

10/2/09

[Signature]

Faculty Name: (print)

Scott Jenison

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date *9/22/09*

COURSE SUBJECT & NUMBER: ESL 019

COURSE TITLE: ESL Skills Building 1

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
(description, objectives, content, etc.) (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 019
COURSE NAME: *ESL Skills Building 1 (Formerly ESL 050)
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This is an introductory level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group, and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation of these topics: The English alphabet; Numbers 1-100 common objects and locations; Adjectives to describe people; Clothing items; Colors; Seasons of the year and weather; Times of the day, clock time, & daily activities; Places, transportation, & cities around the world; Family relationships; Daily routines; Days of the week; Household items; Occupations and workplaces; Basic foods, desserts, & meals; Sports, talents, & abilities; Months & dates; Body parts, health, & medicine; Stores & shopping; Weekend activities; Biographical information; and Telephone calls & invitations.
- 2) Use Oral and Written Grammar including: Possessive adjectives; Affirmative statements & contractions; Articles A, AN, and THE; Demonstratives, pronouns, & plurals; Yes/no and where questions with BE; Prepositions of place; Adjectives of personality; Numbers to 100; The verb BE: affirmative and negative statements; Yes/no questions, short answers, & WH-questions; Possessive adjectives & possessives of names; Present continuous affirmative & negative statements; Conjunctions AND & BUT; Color adjectives before nouns; Questions of time with the present continuous; Conjunction SO; Simple present statements with regular & irregular verbs; Simple present YES/NO and WH-questions; Time expressions; Simple present short answers; How many; There + BE; Asking for & giving information about work; Simple present Wh-questions with DO; Adjectives for occupations; Countable & uncountable nouns; SOME & ANY; Adverbs of frequency; Simple present Wh-questions; CAN for ability; BE GOING TO with WH-questions; Future time expressions; Have + noun; feel + adjective; Affirmative & negative imperatives; Prepositions of place; Giving directions with imperatives; Simple past statements (regular and irregular verbs); Statements & questions with the past of BE; Wh-questions with DID, WAS, & WERE; Object pronouns; and Verb + to + Verb.
- 3) Apply Listening & Pronunciation skills including: Segmentals (Vowel Sounds; Consonant Sounds: TH, -S endings, -ED endings, Suprasegmentals (Question intonations); Word and Sentence Stress; and Reductions (e.g., GOING TO).



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 019

COURSE NAME: ESL Skills Building 1

COURSE UNITS: 5 **COURSE HOURS:** 5/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

none

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is an introductory level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group, and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to be literate and have proficiency in simple everyday English skills and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation of these topics: The English alphabet; Numbers 1-100 common objects and locations; Adjectives to describe people; Clothing items; Colors; Seasons of the year and weather; Times of the day, clock time, & daily activities; Places, transportation, & cities around the world; Family relationships; Daily routines; Days of the week; Household items; Occupations and workplaces; Basic foods, desserts, & meals; Sports, talents, & abilities; Months & dates; Body parts, health, & medicine; Stores & shopping; Weekend activities; Biographical information; and Telephone calls & invitations.
- 2) Use Oral and Written Grammar including: Possessive adjectives; Affirmative statements & contractions; Articles A, AN, and THE; Demonstratives, pronouns, & plurals; Yes/no and where questions with BE; Prepositions of place; Adjectives of personality; Numbers to 100; The verb BE: affirmative and negative statements; Yes/no questions, short answers, & WH-questions; Possessive adjectives & possessives of names; Present continuous affirmative & negative statements; Conjunctions AND & BUT; Color adjectives before nouns; Questions of time with the present continuous; Conjunction SO; Simple present statements with regular & irregular verbs; Simple present YES/NO and WH-questions; Time expressions; Simple present short answers; How many; There + BE; Asking for & giving information about work; Simple present Wh-questions with DO; Adjectives for occupations; Countable & uncountable nouns; SOME & ANY; Adverbs of frequency; Simple present Wh-questions; CAN for ability; BE GOING TO with WH-questions; Future time expressions; Have + noun; feel + adjective; Affirmative & negative imperatives; Prepositions of place; Giving directions with imperatives; Simple past statements (regular and irregular verbs); Statements & questions with the past of BE; Wh-questions with DID, WAS, & WERE; Object pronouns;

and Verb + to + Verb.

3) Apply Listening & Pronunciation skills including: Segmentals (Vowel Sounds; Consonant Sounds: TH, -S endings, -ED endings, Suprasegmentals (Question intonations); Word and Sentence Stress; and Reductions (e.g., GOING TO).

Course Subject & Number:

Course Name:

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation (suggested topics):

- A) The Alphabet
- B) Numbers 1-100
- C) Common Objects
- D) Common Locations
- E) Adjectives to Describe People
- F) Clothing Items
- G) Colors
- H) Seasons of the Year & Weather
- I) Times of the Day & Clock Time
- J) Daily Activities
- K) Places, Transportation, & Cities around the World
- L) Family Relationships
- M) Daily Routines
- N) Days of the Week
- O) Household Items
- P) Occupations and Workplaces
- Q) Basic Foods, Desserts, & Meals
- R) Sports, Talents, & Abilities
- S) Months & dates
- T) Body parts, Health, & Medicine
- U) Stores & Shopping
- V) Weekend Activities
- W) Biographical information
- X) Telephone calls & invitations

II) Oral & Written Grammar

- A) Nouns & Phrases
 - 1) Possessive adjectives
 - 2) Affirmative statements & contractions
 - 3) Articles A, AN, and THE
 - 4) Demonstratives
 - 5) Pronouns
 - 6) Nouns: Count & Non-count
 - 7) Plurals
 - 8) Prepositions of place
 - 9) Adjectives of personality
 - 10) Possessive adjectives & possessives of names
 - 11) Conjunctions AND & BUT
 - 12) Color adjectives before nouns
 - 13) Conjunction SO
 - 14) SOME & ANY
 - 15) Prepositions of place
 - 16) Object pronouns
- B) Verbs & Clauses
 - 1) Verb BE: affirmative and negative statements
 - 2) Yes/No & Where questions with BE
 - 3) Yes/no questions, short answers, & WH-questions
 - 4) Present continuous affirmative & negative statements
 - 5) Questions of time with the present continuous
 - 6) Simple present statements with (ir)regular verbs
 - 7) Simple present YES/NO and WH-questions
 - 8) Time expressions
 - 9) Simple present short answers
 - 10) How many
 - 11) There + BE

- 12) Simple present Wh-questions with DO
- 13) Adverbs of frequency
- 14) Simple present Wh-questions
- 15) CAN for ability
- 16) BE GOING TO with WH-questions
- 17) Future time expressions
- 18) HAVE + noun
- 19) FEEL+ adjective
- 20) Affirmative & negative imperatives
- 21) Giving directions with imperatives
- 22) Simple past statements (regular and irregular verbs)
- 23) Statements & questions with the past of BE
- 24) Wh-questions with DID, WAS, WERE
- 25) Verb + to + Verb

III) Listening & Pronunciation

A) Segmentals

- 1) Vowel Sounds
- 2) Consonant Sounds
 - a) TH
 - b) Plural S endings
 - c) Third person singular -S endings
 - d) Simple past regular verb -ED endings

B) Suprasegmentals

- 1) Intonation
 - a) Y/N Questions
 - b) WH-Questions
 - c) Questions of choice
- 2) Stress
 - a) Syllabic stress on numbers (e.g., 13, 30)
 - b) Sentence stress & rhythm
 - c) CAN & CAN'T
- 3) Reductions
 - a) Subject + IS & ARE
 - b) Reduction of DO and DOES
 - c) GOING TO
 - d) WANT TO & HAVE TO

Course Subject & Number: ESL 019
Course Name: ESL Skills Building 1

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 019
Course Name: ESL Skills Building 1

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Dictionary:

- 1) Longman Dictionary of American English (4th Ed.). (2009). White Plains: Pearson.

Integrated Texts:

- 2) Richards, J. (2008). Interchange Intro.: English for International Communication (3rd Ed.). New York: Cambridge University Press. Student Book and Workbook.
- 3) Medinger, Polly & Barton, Laurie. Northstar Listening and Speaking 1 (2008) (3rd Ed.). White Plains, NY: Pearson Education.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT - 8 2009
5:10:33:08
BY: *M. J. Jensen*

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 *[Signature]*

Faculty Name: (print) Scott Jensen

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 020

COURSE TITLE: ESL Vocabulary and Pronunciation 2

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
(description, objectives, content, etc.) (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
 No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P GE Approved: _____ GE Not Approved: _____
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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 020
COURSE NAME: *ESL Vocabulary and Pronunciation 2 (Formerly ESL 041)
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This basic pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Understand and apply the meaning, spelling, and pronunciation of basic vocabulary (from the context of visuals, a picture dictionary, with thousands of common items) from the following 12 common, high-frequency domains: Everyday Language, People, Housing, Food, Clothing, Health, Community, Transportation, Areas of Study, Plants and Animals, Work, & Recreation.
- 2) Aurally discriminate and orally produce the basic English vowel and consonant segmentals.
- 3) Examine and employ the basics of English suprasegmentals (stress, linking, reductions, & intonation).
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a basic dictionary.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 020

COURSE NAME: ESL Vocabulary and Pronunciation 2

COURSE UNITS: 4 **COURSE HOURS:** 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

none

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This basic pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Understand and apply the meaning, spelling, and pronunciation of basic vocabulary (from the context of visuals, a picture dictionary, with thousands of common items) from the following 12 common, high-frequency domains: Everyday Language, People, Housing, Food, Clothing, Health, Community, Transportation, Areas of Study, Plants and Animals, Work, & Recreation.
- 2) Aurally discriminate and orally produce the basic English vowel and consonant segmentals.
- 3) Examine and employ the basics of English suprasegmentals (stress, linking, reductions, & intonation).
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a basic dictionary.

Course Subject & Number: ESL 020

Course Name: ESL Vocabulary and Pronunciation 2

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Basic Vocabulary (examples:)

- A) Everyday Language
- B) People
- C) Housing
- D) Food
- E) Clothing
- F) Health
- G) Community
- H) Transportation
- I) Areas of Study
- J) Plants and Animals
- K) Work
- L) Recreation

II) Pronunciation Sounds

A) Vowel Segmentals

- 1) i
- 2) I
- 3) ey
- 4) e
- 5) æ
- 6) a
- 7) ə
- 8) u
- 9) U
- 10) ow
- 11) au
- 12) ai
- 13) oy

B) Consonant Segmentals

- 1) p
- 2) b
- 3) t
- 4) d
- 5) k
- 6) g
- 7) s
- 8) z
- 9) š
- 10) ž
- 11) tš
- 12) dž
- 13) f
- 14) v
- 15) w
- 16) y
- 17) h
- 18) θ
- 19) ð
- 20) m
- 21) n
- 22) ŋ
- 23) l
- 24) r

C) Suprasegmentals

- 1) Stress
- 2) Linking
- 3) Reductions
- 4) Intonation

Course Subject & Number: ESL 020
Course Name: Vocabulary and Pronunciation 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Each week reading assignments include a variety of basic high-interest texts which are used for the purpose of developing new vocabulary. (See Suggested Texts or Other Instructional Materials.)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Each week students are required to complete written exercises in both the vocabulary and pronunciation workbooks. Students may also contribute weekly entries to a vocabulary journal and/or pronunciation log in order to monitor learning and develop independent study skills.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating presentation (e.g., oral report, poster display, favorite ... speech, radio commercial) may be assigned throughout and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of oral and written vocabulary as well as pronunciation.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 020
Course Name: ESL Vocabulary and Pronunciation 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, music, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1 (basic vocabulary) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 2) Students' fulfillment of Objective 2 & 3 (pronunciation of segmentals and suprasegmentals) is evaluated by workbook homework, pronunciation logs, oral presentations, and pronunciation tests.
- 3) Students' fulfillment of Objective 4 (independent study skills) is evaluated by pronunciation logs & vocabulary journals and vocabulary & pronunciation tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Vocabulary Texts:

- 1) Shapiro, Norma and Jayme Adelson-Goldstein, J. (2009). The Oxford Picture Dictionary (2nd Ed.). New York: Oxford Univ. Press.
- 2) Fuchs, Marjorie. (2009). The Oxford Picture Dictionary - Beg. Wkbk. 2nd Ed.). New York: Oxford Univ. Press.

Pronunciation Texts:

- 3) Baker, A., and Goldstein, S. (2008). Pronunciation Pairs: An Introductory Course (2nd Ed.). New York: Cambridge Univ. Press.
- 4) Jenison, D. Scott. (2009). Pronounce It: A Basic English Pronunciation Text.



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 023
COURSE NAME: *ESL Grammar 2 (Formerly ESL 045)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a basic grammar skills course designed for non-native speakers of English. Students are introduced to and practice basic verb tenses and aspects, as well as other basic level grammatical structures (e.g., question forms, count/non-count nouns, prepositions, adjectives, adverbs, imperatives, modals). This class concentrates on teaching basic grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. (This credit course is not applicable to the associate degree and certificate programs.) (R3)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Express the BE-Verb: Demonstrate the past tense of BE.
- 2) Employ the basic use of articles: A, AN, THE, & (zero) count and non-count nouns.
- 3) Use prepositions of place.
- 4) Express the form of WH-/information questions.
- 5) Employ possessive adjectives.
- 6) Express prepositions of time.
- 7) Use the simple past, the past progressive, the present, the present progressive, & the simple future.
- 8) Apply demonstratives.
- 9) Express the negative: NOT with DO.
- 10) Employ the imperative form.
- 11) Apply THERE + BE.
- 12) Demonstrate the use of nouns, articles, and quantifiers.
- 13) Distinguish count and non-count nouns.
- 14) Express the basic uses of articles: A, AN, THE, & (zero).
- 15) Express quantifiers.
- 16) Differentiate the use of modals: CAN, COULD, MAY, WOULD, SHOULD, SHOULDN'T, OUGHT TO, HAD BETTER, HAD BETTER NOT, HAVE TO, DON'T HAVE TO, MUST, MUSTN'T.
- 17) Express the sequence of adjectives & adverbs and their usage in the superlative form.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | New Course |
| <input type="checkbox"/> | Effective Date
(for articulation) |
| <input type="checkbox"/> | COR Revision |
| <input type="checkbox"/> | Pre Req/Advisories |
| <input type="checkbox"/> | Other Changes |
| <input type="checkbox"/> | SLOs |

COURSE SUBJECT & NUMBER: ESL 023

COURSE NAME: ESL Grammar 2

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a basic grammar skills course designed for non-native speakers of English. Students are introduced to and practice basic verb tenses and aspects, as well as other basic level grammatical structures (e.g., question forms, count/non-count nouns, prepositions, adjectives, adverbs, imperatives, modals). This class concentrates on teaching basic grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. (This credit course is not applicable to the associate degree and certificate programs.) (R3)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Express the BE-Verb: Demonstrate the past tense of BE.
- 2) Employ the basic use of articles: A, AN, THE, & (zero) count and non-count nouns.
- 3) Use prepositions of place.
- 4) Express the form of WH-/information questions.
- 5) Employ possessive adjectives.
- 6) Express prepositions of time.
- 7) Use the simple past, the past progressive, the present, the present progressive, & the simple future.
- 8) Apply demonstratives.
- 9) Express the negative: NOT with DO.
- 10) Employ the imperative form.
- 11) Apply THERE + BE.
- 12) Demonstrate the use of nouns, articles, and quantifiers.
- 13) Distinguish count and non-count nouns.
- 14) Express the basic uses of articles: A, AN, THE, & (zero).
- 15) Express quantifiers.
- 16) Differentiate the use of modals: CAN, COULD, MAY, WOULD, SHOULD, SHOULDN'T, OUGHT TO, HAD BETTER, HAD BETTER NOT, HAVE TO, DON'T HAVE TO, MUST, MUSTN'T.
- 17) Express the sequence of adjectives & adverbs and their usage in the superlative form.

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I) The Verb BE: Present & Past
 - A) Present Affirmative of BE
 - B) Present Negative of BE
 - C) Present Tense of BE in Yes/No Questions
 - D) Past Tense of BE

- II) Nouns, Adjectives, & Prepositions in the Present Progressive
 - A) Count Nouns: A/AN
 - B) Descriptive Adjectives
 - C) Preposition of place
 - D) Present Progressive
 - E) Subjects and Verbs

- III) WH- Questions, Possessives, & Prepositions of Time
 - A) Questions with WHO, WHAT, & WHERE
 - B) Possessive nouns and possessive adjectives
 - C) Questions with WHOSE
 - D) Questions with WHEN & WHAT + NOUN;
Prepositions; Ordinal Numbers
 - E) Questions with WHO, WHOM, & WHY;
WH- Questions
 - F) Present Progressive

- IV) The Simple Present Tense; Questions
 - A) Affirmative & Negative Statements
 - B) Yes/No Questions & Short Answers
 - C) WH- Questions
 - D) Demonstratives: THIS/THAT/THESE/THOSE
 - E) ONE/ONES

- V) The Simple Past Tense
 - A) Regular Verbs
 - B) Affirmative & Negative Statements
 - C) Irregular Verbs
 - D) Yes/No Questions

- VI) Imperatives; Suggestions; THERE + BE
 - A) LET'S, WHY DON'T WE . . . ?; WHY DON'T YOU...?
 - B) Subject & Object Pronouns
 - D) Indirect Objects
 - E) THERE IS/ARE & IS/ARE THERE . . . ?
 - F) Numbers, Quantifiers, and Questions with HOW
MANY . . . ?

- VII) The Simple Present & Present Progressive
 - A) HOW OFTEN . . . ?;
 - B) Adverbs & Expressions of Frequency
 - C) Non-Action Verbs
 - D) Verbs Plus Verbs, Gerunds, & Infinitives
 - E) Possessive Adjectives & Possessive Pronouns

- VIII) The Simple Past; Negative Questions; Future
 - A) Simple Past
 - B) Negative Questions
 - C) WH- Questions
 - C) BE GOING TO

D) WILL

IX) Nouns, Articles, & Quantifiers; Modals

A) Count & Non-Count Nouns

B) Quantifiers & Containers (...OF...)

C) Questions with ANY/SOME/HOW MUCH/HOW MANY

D) CAN & COULD for Ability & Possibility

E) MAY I, CAN I, & COULD I for Polite Requests

F) MAY OR MIGHT for Possibility

G) Desires, Invitations, & Requests: WOULD LIKE, WOULD YOU LIKE ...? WOULD YOU PLEASE ...?

X) Comparisons; The Past Progressive

A) The Comparative Forms of Adjectives

B) Adverbs of Manner

C) Comparative Forms of Adverbs

D) Adjective + ENOUGH; TOO / VERY; AS + Adjective/Adverb + AS

E) The Past Progressive

F) Ordering Adjectives Before Nouns

XI) Modals; The Superlative

A) SHOULD, SHOULDN'T, OUGHT TO, HAD BETTER, HAD BETTER NOT

B) HAVE TO, DON'T HAVE TO, MUST, MUSTN'T

C) Superlative Forms of Adjectives & Adverbs

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

Each week students are introduced to a unit by reading a text related to a high-interest topic or theme. This text highlights upcoming grammatical structures to be learned.

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Each week students are required to incorporate newly learned grammatical structures into writing tasks (e.g., journal entry, essay).

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating presentation (e.g., poster advertisement, movie or song review, photo board) may be assigned during and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of basic grammatical structures.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 023
Course Name: ESL Grammar 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

Students' fulfillment of Objectives 1-17 (Employing: 1-the BE-Verb: Demonstrate the past tense of BE, 2-the basic use of articles: A, AN, THE, & (zero) count and non-count nouns, 3-prepositions of place, 4-the form of WH-/information questions, 5-possessive adjectives, 6-prepositions of time, 7-the simple past, the past progressive, the present, the present progressive, & the simple future, 8-demonstratives, 9-the negative: NOT with DO, the imperative form, 11-THERE + BE, 12-the use of nouns, articles, and quantifiers, 13-count and non-count nouns, 14-the basic uses of articles: A, AN, THE, & (zero), 15-quantifiers, 16-modals: CAN, COULD, MAY, WOULD, etc., 17-the sequence of adjectives and adverbs) is evaluated by workbook exercises, writing activities (e.g., journals, essays), presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1) Shoenberg, I. (2006). Focus on Grammar 3: An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.
and

Shoenberg, I. (2006). Focus on Grammar 3 Workbook: An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.

or

2) Azar, B. S. (2008). Basic English Grammar. (3rd Ed.) Upper Saddle River, NJ: Prentice Hall Regents.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
 OCT - 8 2009
 4:03:30
 BY: *M. M. [unclear]*

SECTION I

Date _____ Initial _____
 AP&P Representative: 9/23/09 DR
(indicates division review and approval)
 Division Dean/Director: 10/2/09 [Signature]
 Faculty Name: (print) Scott Jensen

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 028

COURSE TITLE: ESL Reading and Writing 2

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
 (description, objectives, content, etc.) (title/number, units/LHE's, class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
 No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**
 Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 028
COURSE NAME: *ESL Reading and Writing 2 (Formerly ESL 082)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 018 or eligibility for ESL 028

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This basic level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal and inferential reading skills. Focus is also on building students' writing including extensive practice at the sentence level and up to the paragraph level with attention given to simple, compound, and complex sentences in the past, present, and future tenses. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., dictionary skills, literal and inferential reading skills, identifying main ideas and supporting details, spelling rules) through a variety of extended (1-3 page), non-fictional (e.g., American Cultural, biographical) texts.
- 2) Construct English sentences: Use a beginning capital letter and a final period; Employ capital letters for proper nouns; Use question marks; Use exclamation marks; Differentiate and demonstrate subjects and verbs; Employ simple sentences; Identify sentences in paragraphs; Compose the title of a paragraph; Compose journal writing.
- 3) Employ connecting sentences and paragraphs: Use adjectives before nouns; Use adjectives after the BE Verb; Compose topic sentences; Employ indenting the first line of every paragraph; Use subject pronouns, proper nouns, and subject nouns; Construct supporting sentences; Employ possessive adjectives; Formulate concluding sentences.
- 4) Use the simple present tense in statements and questions; Use contractions; Employ negatives and the present tense; Demonstrate present tense verb forms with negatives; Use object pronouns; Construct simple and compound sentences; Employ brainstorming with questions.
- 5) Formulate past tense statements and questions; Use time phrases with the past tense; Employ irregular past tense verbs; Use the negative form of BE; Use contractions; Use other negative verbs; Employ compound sentences with BUT; Use the present progressive tense for current actions; Construct compound sentences with AND and SO; Use sentence variety; Employ common adverbs of manner.
- 6) Apply the future tense: Use BE GOING TO in statements and questions; Not use GONNA in writing; Use time words and phrases; Employ BE GOING TO in the negative form; Formulating complex sentences; Use the articles A, AN, THE in phrases and sentences; Employ single count nouns and modifiers; Compose questions with BECAUSE; Use commas between words in a list.
- 7) Construct combinations of sentences with adjective clauses (WHO, THAT, WHICH); Employ place phrases; Employ interest to writing; Use words that express an opinion; Use SHOULD; Differentiate the tone of verbs; Employ editing skills; Use varying vocabulary.



ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: ESL 028

COURSE NAME: ESL Reading and Writing 2

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 018 or eligibility for ESL 028

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This basic level reading and writing course is designed for students whose first language is not English. Emphasis is on the development of literal and inferential reading skills. Focus is also on building students' writing including extensive practice at the sentence level and up to the paragraph level with attention given to simple, compound, and complex sentences in the past, present, and future tenses. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., dictionary skills, literal and inferential reading skills, identifying main ideas and supporting details, spelling rules) through a variety of extended (1-3 page), non-fictional (e.g., American Cultural, biographical) texts.
- 2) Construct English sentences: Use a beginning capital letter and a final period; Employ capital letters for proper nouns; Use question marks; Use exclamation marks; Differentiate and demonstrate subjects and verbs; Employ simple sentences; Identify sentences in paragraphs; Compose the title of a paragraph; Compose journal writing.
- 3) Employ connecting sentences and paragraphs: Use adjectives before nouns; Use adjectives after the BE Verb; Compose topic sentences; Employ indenting the first line of every paragraph; Use subject pronouns, proper nouns, and subject nouns; Construct supporting sentences; Employ possessive adjectives; Formulate concluding sentences.
- 4) Use the simple present tense in statements and questions; Use contractions; Employ negatives and the present tense; Demonstrate present tense verb forms with negatives; Use object pronouns; Construct simple and compound sentences; Employ brainstorming with questions.
- 5) Formulate past tense statements and questions; Use time phrases with the past tense; Employ irregular past tense verbs; Use the negative form of BE; Use contractions; Use other negative verbs; Employ compound sentences with BUT; Use the present progressive tense for current actions; Construct compound sentences with AND and SO; Use sentence variety; Employ common adverbs of manner.
- 6) Apply the future tense: Use BE GOING TO in statements and questions; Not use GONNA in writing; Use time words and phrases; Employ BE GOING TO in the negative form; Formulating complex sentences; Use the articles A, AN, THE in phrases and sentences; Employ single count nouns and modifiers; Compose questions with BECAUSE; Use commas in lists.
- 7) Construct combinations of sentences with adjective clauses (WHO, THAT, WHICH); Employ place phrases; Employ interest to writing; Use words that express an opinion; Use SHOULD; Differentiate the tone of verbs; Employ editing skills;

Use varying vocabulary.

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading

A) Skills

- 1) Dictionary Skills
- 2) Literal Reading Skills
- 3) Inferential Reading Skills
- 4) Identifying Main Ideas
- 5) Identifying Supporting Details
- 6) Spelling Rules

B) Texts

- 1) Brief to Extended Texts (e.g., American Culture, American Biographies)
- 2) Brief Simplified/Adapted Fictional Texts

II) Writing

A) The English Sentence

- 1) Understanding Sentence Basics
- 2) What a sentence is
- 3) Beginning a sentence with a capital letter
- 4) Ending a sentence with a period
- 5) Capital letters
- 6) Question marks
- 7) Exclamation points
- 8) Subjects and verbs
- 9) Simple sentences
- 10) Identifying sentences in paragraphs
- 11) The title of a paragraph
- 12) Journal writing

B) Connecting Sentences and Paragraphs

- 1) Using adjectives before nouns
- 2) Using adjectives after the BE Verb
- 3) Topic sentences
- 4) Indenting the first line of every paragraph
- 5) Subject pronouns
- 6) Proper nouns and subject nouns
- 7) Supporting sentences
- 8) Possessive adjectives
- 9) Concluding sentences

C) Developing Sentences

- 1) Writing About the Present
 - a) Simple present tense: statements and questions
 - b) Using contractions
 - c) Negatives and the present tense
 - d) Present tense verb forms: negatives
 - e) Object pronouns
 - f) Simple and compound sentences
 - g) Brainstorming with questions
- 2) Writing About the Past
 - a) Simple past tense: statements and questions
 - b) Time phrases with the past tense
 - c) Irregular past tense verbs
 - d) Making BE negative
 - e) Using contractions
 - f) Other negative verbs
 - g) Compound sentences with BUT

3) Describing Actions

- a) Present progressive tense for current actions
- b) Compound sentences with AND
- c) Compound sentences with SO
- d) Sentence variety
- e) Common adverbs of manner

4) Writing About the Future

- a) BE GOING TO: statements and questions
- b) Not using GONNA in writing
- c) Time words and phrases
- d) BE GOING TO: negative
- e) Complex sentences
- f) Articles A, AN, THE
- g) Using articles in a sentence
- h) Single count nouns and modifiers
- i) Answering questions with BECAUSE
- j) Using commas between words in a list

5) Writing Sentences with Adjective Clauses and Place Phrases

- a) Combining sentences with adjective clauses (WHO, THAT, WHICH)
- b) Place phrases
- c) Adding interest to writing
- d) Words that express an opinion
- e) SHOULD and the tone of verbs
- f) Editing
- g) Varying vocabulary

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 1-3 page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this level (e.g., The Quest Collection in the AVC Library).

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the sentence and paragraph levels - up to 100 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. (Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.)

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 028
Course Name: ESL Reading and Writing 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.
- 2) Student's fulfillment of Objectives 2-7, writing skills (e.g., the sentence; connecting sentences and paragraphs; developing sentences; the past, present and future; and adjective clauses, is evaluated by workbook activities, journal writing, presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Writing Texts:

- 1) Folse, Keith; Muchomr-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Paragraphs (3rd Ed.). Boston: Heinle.

Reading and Writing Texts:

- 2) Broukal, Milada. (2010). Weaving it Together 2 (3rd Ed.). Boston: Heinle.
(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)
- 3) Haugnes, Natasha; Maher, Beth. (2009) Northstar Reading and Writing 2 (3rd Ed). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
5:03:30
BY: *Maurice*

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 *[Signature]*

Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 029

COURSE TITLE: ESL Skills Building 2

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 029
COURSE NAME: *ESL Skills Building 2 (Formerly ESL 052)
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 019 or eligibility for ESL 029

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a basic level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have proficiency in a very basic everyday English skills and vocabulary before entering this course. Students must also be literate in their first language. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation with topics related to: Introductions & greetings; Occupations, Workplaces, & Schedules; Spending, Shopping, & Prices; Clothing & Personal Items; Colors & Materials; Music, Movies, & TV; Dates & Times; Family Life; Sports & Exercise; Free-Time Activities; Stores & City Locations; Appearance & dress; Stories (Past Events); Local Communities; Health Matters; Food & Restaurants; World Geography; Invitations; and Future Plans & Dreams.

2) Use Oral & Written Grammar including: Wh-questions and statements with BE; YES/NO Questions and short answers with BE; Contractions; Subject Pronouns; Possessive Adjectives; Simple present Wh-questions and statements; Time expressions with prepositions; Demonstratives; Questions: HOW, MUCH, and WHICH; Comparisons with adjectives; Simple present YES/NO and WH-questions with DO; Question: WHAT KIND; Object pronouns; Modal verb WOULD; Verb + to + verb; Present continuous Yes/No and Wh-questions; Statements & short answers; Determiners & Partitives; Adverbs of frequency; Past tense YES/NO and WH-questions; Statements and short answers with ir/regular verbs; Past tense of BE; Questions with quantifiers; THERE IS/THERE ARE; Prepositions of place; Questions: HOW MUCH & HOW MANY; Countable and uncountable nouns; Modifiers with participles and prepositions; Present perfect; YES/NO questions and statements; Regular and irregular past participles; Present perfect and past tense contrast; Adverbs and adjectives; Conjunctions: AND, BUT, HOWEVER; Modal verbs CAN and SHOULD; Infinitive complements; Modals CAN, COULD, and MAY; SO, NEITHER, TOO, and EITHER; Modal verbs WOULD and WILL; Comparative and superlative adjectives; Questions with HOW (FAR, BIG, HIGH, etc.); Future with present continuous and BE GOING TO; The comparative; The past tense; and the present perfect.

3) Apply Listening & Pronunciation skills including: Segmentals (Vowel Sounds & Consonant Sounds); Suprasegmentals (Question Intonation); Stress (sentence, contrastive, negatives); and Reduced forms (e.g., DID YOU, THERE IS/ARE).



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 029

COURSE NAME: ESL Skills Building 2

COURSE UNITS: 5 **COURSE HOURS:** 5/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 019 or eligibility for ESL 029

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a basic level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have proficiency in a very basic everyday English skills and vocabulary before entering this course. Students must also be literate in their first language. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation with topics related to: Introductions & greetings; Occupations, Workplaces, & Schedules; Spending, Shopping, & Prices; Clothing & Personal Items; Colors & Materials; Music, Movies, & TV; Dates & Times; Family Life; Sports & Exercise; Free-Time Activities; Stores & City Locations; Appearance & dress; Stories (Past Events); Local Communities; Health Matters; Food & Restaurants; World Geography; Invitations; and Future Plans & Dreams.

2) Use Oral & Written Grammar including: Wh-questions and statements with BE; YES/NO Questions and short answers with BE; Contractions; Subject Pronouns; Possessive Adjectives; Simple present Wh-questions and statements; Time expressions with prepositions; Demonstratives; Questions: HOW, MUCH, and WHICH; Comparisons with adjectives; Simple present YES/NO and WH-questions with DO; Question: WHAT KIND; Object pronouns; Modal verb WOULD; Verb + to + verb; Present continuous Yes/No and Wh-questions; Statements & short answers; Determiners & Partitives; Adverbs of frequency; Past tense YES/NO and WH-questions; Statements and short answers with ir/regular verbs; Past tense of BE; Questions with quantifiers; THERE IS/THERE ARE; Prepositions of place; Questions: HOW MUCH & HOW MANY; Countable and uncountable nouns; Modifiers with participles and prepositions; Present perfect; YES/NO questions and statements; Regular and irregular past participles; Present perfect and past tense contrast; Adverbs and adjectives; Conjunctions: AND, BUT, HOWEVER; Modal verbs CAN and SHOULD; Infinitive complements; Modals CAN, COULD, and MAY; SO, NEITHER, TOO, and EITHER; Modal verbs WOULD and WILL; Comparative and superlative adjectives; Questions with HOW (FAR, BIG, HIGH, etc.); Future with present continuous and BE GOING TO; The comparative; The past tense; and the present

perfect.

3) Apply Listening & Pronunciation skills including: Segmentals (Vowel Sounds & Consonant Sounds); Suprasegmentals (Question Intonation); Stress (sentence, contrastive, negatives); and Reduced forms (e.g., DID YOU, THERE IS/ARE).

Course Subject & Number: ESL 029
Course Name: ESL Skills Building 2

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation (suggested topics):

- A) Introductions & greetings
- B) Occupations, Workplaces, & Schedules
- C) Spending, Shopping, & Prices
- D) Clothing & Personal Items
- E) Colors & Materials
- F) Music, Movies, & TV
- G) Dates & Times
- H) Family Life
- I) Sports & Exercise
- J) Free-Time Activities
- K) Stores & City Locations
- L) Appearance & dress
- M) Stories (Past Events)
- N) Local Communities
- O) Health Matters
- P) Food & Restaurants
- Q) World Geography
- R) Invitations
- S) Future Plans & Dreams

II) Oral & Written Grammar

- A) Nouns & Phrases
 - 1) Subject Pronouns
 - 2) Possessive Adjectives
 - 3) Time expressions with prepositions
 - 4) Demonstratives
 - 5) Comparisons with adjectives
 - 6) Object pronouns
 - 7) Determiners & Partitives
 - 8) Prepositions of place
 - 9) Countable and uncountable nouns
 - 10) Modifiers with participles and prepositions
 - 11) Adverbs and adjectives
- B) Verbs & Clauses
 - 1) YES/NO Questions and short answers with BE
 - 2) Contractions
 - 3) Simple present Wh-questions and statements
 - 4) Questions: HOW, MUCH, and WHICH
 - 5) Simple present YES/NO and WH-questions with DO
 - 6) Question: WHAT KIND
 - 7) Modal verb WOULD
 - 8) Verb + to + verb
 - 9) Present continuous Yes/No and Wh-questions
 - 10) Statements & short answers
 - 11) Adverbs of frequency
 - 12) Past tense YES/NO and WH-questions
 - 13) Statements and short answers with (ir)regular verbs
 - 14) Past tense of BE
 - 15) Questions with quantifiers
 - 16) THERE IS/THERE ARE
 - 17) Questions: HOW MUCH & HOW MANY
 - 18) Present perfect
 - 19) YES/NO questions and statements
 - 20) Regular and irregular past participles

- 21) Present perfect and past tense contrast
- 22) Conjunctions: AND, BUT, HOWEVER
- 23) Modal verbs CAN and SHOULD;
- 24) Infinitive complements
- 25) Modals CAN, COULD, and MAY
- 26) SO, NEITHER, TOO, and EITHER
- 27) Modal verbs WOULD and WILL
- 28) Comparative and superlative adjectives
- 29) Questions with HOW
- 30) Future with present continuous and BE GOING TO
- 31) The comparative
- 32) The past tense
- 33) The present perfect

III) Listening & Pronunciation

A) Segmentals

- 1) Vowel Sounds
- 2) Consonant Sounds

B) Suprasegmentals

1) Intonation

- a) Y/N Questions
- b) WH-Questions
- c) Questions of choice

2) Stress

- a) Sentence stress
- b) Contrastive stress
- c) Stress on negatives

3) Reductions

- a) DID YOU
- b) THERE IS/ARE
- c) TO
- d) COULD/WOULD YOU

Course Subject & Number: ESL 029
Course Name: ESL Skills Building 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.
Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 6

Course Subject & Number: ESL 029
Course Name: ESL Skills Building 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1. Richards, J. (2008). Interchange 1: English for International Communication (3rd Ed.). New York: Cambridge University Press. Student Book and Workbook.
2. Frazier, Laurie & Mills, Robin. (2009) Northstar Listening and Speaking 2 (3rd Ed.). White Plains: Pearson Education.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

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6:02:38
BY: Maurer

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 CAF

Faculty Name: (print) Scott Jensen

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 030

COURSE TITLE: ESL Vocabulary and Pronunciation 3

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
(description, objectives, content, etc.) (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P GE Approved: _____ GE Not Approved: _____
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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 030
COURSE NAME: *ESL Vocabulary and Pronunciation 3 (Formerly ESL 042)
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 020 or eligibility for ESL030

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This low-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Understand and apply the meaning, spelling, and pronunciation of high-frequency vocabulary at the intermediate level through reading high-interest, non-fictional passages (e.g., Technology, Music).
- 2) Recognize and apply: the meanings of words from the surrounding context; synonyms; adjectives with -ed, -ing, and -ous; prefixes in- and un-; antonyms; the prefix pre-; organizing vocabulary; word associations; root word port + common prefixes; the prefix dis-; the suffix -ist; play and go with sports and games; personality with compound adjectives; root words related to life; nouns ending in -tion; loan words; phrasal verbs, the prefix ex-; easily confused words; the verb suffix -ate; word webs; job titles using compound nouns; adjective endings; the prefix super-; the prefixes anti- and pro-; word families; the root word vit/viv; the suffix -ize; nouns using verb + suffix -ment; the prefix re-; the word root duc with prefixes.
- 3) Aurally distinguish and orally employ all of the English vowel and consonant segmentals, as well as the major English suprasegmental features (stress, linking, reductions, & intonation).
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a dictionary and thesaurus.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|---|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: ESL 030

COURSE NAME: ESL Vocabulary and Pronunciation 3

COURSE UNITS: 4 **COURSE HOURS:** 4/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 020 or eligibility for ESL030

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This low-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English recognize and produce the unique segmental (consonant and vowel) and suprasegmental (stress, linking, reductions, and intonation) features of American-English and build basic vocabulary skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Understand and apply the meaning, spelling, and pronunciation of high-frequency vocabulary at the intermediate level through reading high-interest, non-fictional passages (e.g., Technology, Music).
- 2) Recognize and apply: the meanings of words from the surrounding context; synonyms; adjectives with -ed, -ing, and -ous; prefixes in- and un-; antonyms; the prefix pre-; organizing vocabulary; word associations; root word port + common prefixes; the prefix dis-; the suffix -ist; play and go with sports and games; personality with compound adjectives; root words related to life; nouns ending in -tion; loan words; phrasal verbs, the prefix ex-; easily confused words; the verb suffix -ate; word webs; job titles using compound nouns; adjective endings; the prefix super-; the prefixes anti- and pro-; word families; the root word vit/viv; the suffix -ize; nouns using verb + suffix -ment; the prefix re-; the word root duc with prefixes.
- 3) Aurally distinguish and orally employ all of the English vowel and consonant segmentals, as well as the major English suprasegmental features (stress, linking, reductions, & intonation).
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a dictionary and thesaurus.

Course Subject & Number: ESL 030

Course Name: ESL Vocabulary and Pronunciation 3

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Vocabulary (suggested themes):

- A) Healthy Eating
- B) The News
- C) Technology and Communications
- D) Travel
- E) Hollywood
- F) Numbers and Meanings
- G) Sports
- H) The Body
- I) Leisure Time
- J) Music
- K) Biographies
- L) Preparing for a Job
- M) TV
- N) The Environment

II) Pronunciation Skills

A) VOWELS and VOWEL CLUSTERS

- 1) i, I, ey, and e
- 2) ae and a
- 3) u, U, and ow
- 4) ai, au, and oi

B) Consonants

- 1) p, b, t, d, k, g
- 2) t and d; p and b
- 3) s, z, f, v, θ, ð
- 4) θ and ð; f, v, p and b
- 5) š, ch, ž, and dž
- 6) w, y; l and r
- 7) w and v; l and r
- 8) m, n, and ŋ

C) Consonant Clusters

- 1) Consonant cluster sounds
- 2) Word-initial consonant clusters
- 3) Word-medial consonant clusters
- 4) Word-final consonant clusters

D) Stress and Rhythm

- 1) Syllables and stress
- 2) Patterns of stress in words
- 3) Stress in numbers
- 4) Stress in noun compounds
- 5) Pronouncing unstressed syllables
- 6) Predicting stress in words
- 7) Rhythm
- 8) Rhythm on moving stress

E) Linking Sounds in Connected Speech

- 1) Slow speech and connected speech
- 2) Common words and phrases in connected speech
- 3) Linking: consonant + vowel
- 4) Linking: consonant + consonant
- 5) Sounds that link words: /w/ and /y/
- 6) Short sounds and disappearing /h/

F) Intonation

- 1) Prominent words
- 2) Repeated words for prominence
- 3) Falling and rising intonation
- 4) Pausing
- 5) Focus words
- 6) Predicting intonation

Course Subject & Number: ESL 030
Course Name: ESL Vocabulary and Pronunciation 3

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

Each week reading assignments include a variety of low-intermediate, high-interest texts which are used for the purpose of developing new vocabulary. (See Suggested Texts or Other Instructional Materials.)

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Each week students are required to complete written exercises in both the vocabulary and pronunciation workbooks. Students may also contribute weekly entries to a vocabulary journal and/or pronunciation log in order to monitor learning and develop independent study skills.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating presentation (e.g., oral report, poster display, favorite ... speech, radio commercial) may be assigned throughout and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of oral and written vocabulary as well as pronunciation.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 3

Course Subject & Number: ESL 030
Course Name: ESL Vocabulary and Pronunciation 3

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, music, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1 (vocabulary) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 2) Students' fulfillment of Objective 2 (various lexical components, e.g., roots, affixation) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 3) Student's fulfillment of Objective 3 (pronunciation of segmentals and suprasegmentals) is evaluated by workbook homework, pronunciation logs, oral presentations, and pronunciation tests.
- 4) Students' fulfillment of Objective 4 (independent study skills) is evaluated by pronunciation logs & vocabulary journals and vocabulary & pronunciation tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

- 1) Shapiro, Norma and Jayme Adelson-Goldstein, J. (2009). The Oxford Picture Dictionary (2nd Ed.). Oxford: Oxford Univ. Press.
- 2) Fuchs, Marjorie. (2009). The Oxford Picture Dictionary - Inter. Wkbk. (2nd Ed.). Oxford: Oxford Univ. Press.
- or
- 3) Anderson, Neil J. (2010). Active - Skills for Reading: Book 2 (2nd Ed.). Boston: Henle & Heinle.
- and
- 4) Lane, Linda. (2005). Focus on Pronunciation. White Plains: Pearson Education.
- 5) Gilbert, Judy B. (2009). Clear Speech (2nd Ed.). Cambridge: Cambridge Univ. Press.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

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BY: M. [Signature]

SECTION I

Date Initial
AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 [Signature]

Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 033

COURSE TITLE: ESL Grammar 3

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 033
COURSE NAME: *ESL Grammar 3 (Formerly ESL 046)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 023 or eligibility for ESL 033

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a low-intermediate grammar skills course designed for non-native speakers of English. Students learn low-intermediate grammar (e.g., verb tense & aspect, pronouns, modals, adjectives & adverbs, gerunds & infinitives, articles) through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered the basic verb tense and aspect forms. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Apply the use of tense (present, past, and future) and aspect (simple and progressive).
- 2) Use a variety of pronouns (e.g., reflexive, reciprocal).
- 3) Apply the use of a variety of modal verbs and related expressions (e.g., CAN, WOULD, MAY, WHY NOT, MUST).
- 4) Demonstrate the use of the present perfect.
- 5) Distinguish and illustrate the use of adjectives and adverbs.
- 6) Distinguish and apply the use of gerunds and infinitives.
- 7) Demonstrate the use of nouns with articles A, AN, THE, & [zero] and quantifiers.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 033

COURSE NAME: ESL Grammar 3

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 023 or eligibility for ESL 033

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a low-intermediate grammar skills course designed for non-native speakers of English. Students learn low-intermediate grammar (e.g., verb tense & aspect, pronouns, modals, adjectives & adverbs, gerunds & infinitives, articles) through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered the basic verb tense and aspect forms. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Apply the use of tense (present, past, and future) and aspect (simple and progressive).
- 2) Use a variety of pronouns (e.g., reflexive, reciprocal).
- 3) Apply the use of a variety of modal verbs and related expressions (e.g., CAN, WOULD, MAY, WHY NOT, MUST).
- 4) Demonstrate the use of the present perfect.
- 5) Distinguish and illustrate the use of adjectives and adverbs.
- 6) Distinguish and apply the use of gerunds and infinitives.
- 7) Demonstrate the use of nouns with articles A, AN, THE, & [zero] and quantifiers.

Course Subject & Number: ESL 033
Course Name: ESL Grammar 3

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Present, Past, and Future

- A) Present Progressive and Simple Present
- B) Imperative
- C) Simple Past Tense
- D) USED TO
- E) Past Progressive Tense
- F) Simple Past Tense
- G) Future Tense
- H) Future Time Clauses

II) Pronouns and Phrasal Verbs

- A) Reflexive and Reciprocal Pronouns
- B) Phrasal Verbs

III) Modals and Related Verbs and Expressions

- A) Ability: CAN, COULD, BE ABLE TO
- B) Permission: MAY, COULD, CAN, DO YOU MIND IF...?
- C) Requests: WILL, WOULD, COULD, CAN, WOULD YOU MIND ... ?
- D) Advice: SHOULD, OUGHT TO, HAD BETTER
- E) Suggestions: LET'S, COULD, WHY DON'T ... ? WHY NOT ... ? HOW ABOUT ... ?
- F) Preferences: PREFER, WOULD PREFER, WOULD RATHER
- G) Necessity: HAVE (GOT) TO, DON'T HAVE TO, MUST, MUST NOT, CAN'T
- H) Expectations: BE SUPPOSED TO
- I) Future Possibility: MAY, MIGHT, COULD
- J) Assumptions: MUST, HAVE (GOT) TO, MAY, MIGHT, COULD, CAN'T

IV) Present Perfect

- A) Present Perfect: SINCE AND FOR
- B) Present Perfect: ALREADY & YET
- C) Present Perfect: Indefinite Past
- D) Present Perfect: Present Perfect & Simple Past
- E) Present Perfect Progressive
- F) Present Perfect & Present Perfect Progressive

V) Adjectives & Adverbs

- A) Distinguishing Adjectives & Adverbs
- B) Adjectives: Comparatives & Equatives
- C) Adjectives: Superlatives
- D) Adverbs: Equatives, Comparatives, & Superlatives
- E) Using Descriptive Adjectives

VI) Gerunds & Infinitives

- A) Gerunds: Subjects & Objects
- B) Gerunds after Prepositions
- C) Infinitives after Certain Verbs
- D) Infinitives of Purpose
- E) Infinitives with TOO and ENOUGH

VII) Nouns & Articles

- A) Nouns & Quantifiers
- B) Articles: Indefinite and Definite

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Each week students are introduced to a unit by reading a text related to a high-interest topic or theme. This text highlights upcoming grammatical structures to be learned.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Each week students are required to incorporate newly learned grammatical structures into writing tasks (e.g., journal entry, essay).

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating presentation (e.g., poster advertisement, movie or song review, photo board) may be assigned during and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of intermediate grammatical structures.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 033
Course Name: ESL Grammar 3

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

Students' fulfillment of Objectives 1-7 (Employing: 1-basic tenses and aspects, 2-tense: present, past, and future and aspect: simple and progressive, 3-a variety of pronouns (e.g., reflexive, reciprocal), 3- Apply the use of a variety of modal verbs and related expressions (e.g., CAN, WOULD, MAY, WHY NOT, MUST), 4-the present perfect, 5-adjectives and adverbs, 6-gerunds and infinitives, 7-nouns with articles A, AN, THE, & [zero] and quantifiers) is evaluated by workbook exercises, writing activities (e.g., journals, essays), presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

- 1) Fuchs, Marjorie & Bonner, Margaret. (2006). Focus on Grammar 3 - An Integrated Skills Approach (3rd Ed.). White Plains: Pearson Education.
- and
- 2) 1) Fuchs, Marjorie & Bonner, Margaret. (2006). Focus on Grammar 3 - An Integrated Approach (3rd). White Plains: Pearson Education.
- or
- 3) Azar, B. S. (2007). Fundamentals of English Grammar. (3rd Ed.) Upper Saddle River, NJ: Prentice Hall Regents.

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 BY: M. Merino

ANTELOPE VALLEY COLLEGE
 ACADEMIC POLICIES & PROCEDURES
 Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 [Signature]

Faculty Name: (print) Scott Jensen

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 038

COURSE TITLE: ESL Reading and Writing 3

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
 No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 038
COURSE NAME: *ESL Reading and Writing 3 (Formerly ESL 084)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 028 or eligibility for ESL 038

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This low-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of inferential reading skills and identifying the writer's point of view and style or writing. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to writing in a variety of styles. (This credit course is not applicable to the associate degree and certificate programs.)
(R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., dictionary and thesaurus skills, inferential reading skills, chunking, outlining, identifying author's point of view) through reading a variety of extended (3-5 page), non-fictional (e.g., American Culture, biographies, various genres/styles of discourse).
- 2) Employ the Structure of the Paragraph including: Verb forms, Repetition of present time, Imperative form, the past tense, Developing Ideas for Writing a Paragraph, Brainstorming; Subject-verb agreement; The Topic Sentence; Controlling ideas; Avoiding sentence fragments and comma splices; Supporting and Concluding Sentences; Restating the main idea; Making a prediction; Analyzing and writing a conclusion; Features of a paragraph; The structure of a paragraph; Proofreading; and Articles.
- 3) Apply a variety of styles in paragraphs:
Definition paragraphs including: Quotation marks; Sequencing; Examples; Simple adjective clauses; and Sentence combining.
Process analysis paragraphs including: Transition words and chronological order; Technical terms; and Possessive adjectives.
Descriptive paragraphs including: The five senses; Adjectives.
Opinion paragraphs including: Expressing opposing opinions; Distinguishing facts from opinions; Choosing a side.
Narrative paragraphs including: Background information, A beginning, middle, and end; and Verb tense consistency.
- 4) Employ the Structure of the Essay including: Purposes of Essays; Similarities and Differences of Essays and Paragraphs; The Appearance of Essays; Essay Outlines; Varying Vocabulary; The Thesis Statement; Supporting Ideas; Different kinds of essay organization; and Putting an essay together
- 5) Practice Writing including: Identifying the assignment; Steps in the writing process; Mechanics; and Grammar.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: ESL 038

COURSE NAME: ESL Reading and Writing 3

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 028 or eligibility for ESL 038

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This low-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of inferential reading skills and identifying the writer's point of view and style or writing. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to writing in a variety of styles. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., dictionary and thesaurus skills, inferential reading skills, chunking, outlining, identifying author's point of view) through reading a variety of extended (3-5 page), non-fictional (e.g., American Culture, biographies, various genres/styles of discourse).
- 2) Employ the Structure of the Paragraph (e.g., Verb forms, Repetition of present time, Imperative form, the past tense, Developing Ideas for Writing a Paragraph, Brainstorming; Subject-verb agreement; The Topic Sentence; Controlling ideas; Avoiding sentence fragments/comma splices; Supporting and Concluding Sentences; Restating the main idea; Making a prediction; Writing a conclusion; Paragraph Features; The structure of a paragraph; Proofreading; and articles).
- 3) Apply a variety of styles in paragraphs (e.g., Definition paragraphs including: Quotation marks; Sequencing; Examples; Simple adjective clauses; and Sentence combining. Process analysis paragraphs including: Transition words and chronological order; Technical terms; and Possessive adjectives. Descriptive paragraphs including: The five senses; Adjectives. Opinion paragraphs including: Expressing opposing opinions; Distinguishing facts from opinions; Choosing a side. Narrative paragraphs including: Background information, A beginning, middle, and end; and Verb tense consistency).
- 4) Employ the Structure of the Essay (e.g., Purposes of Essays; Similarities and Differences of Essays and Paragraphs; The Appearance of Essays; Essay Outlines; Varying Vocabulary; The Thesis Statement; Supporting Ideas; Different kinds of essay organization; and Putting an essay together).
- 5) Practice Writing (e.g., Identifying the assignment; Steps in the writing process; Mechanics; and Grammar).

Course Subject & Number: ESL 038
Course Name: ESL Reading and Writing 3

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading

A) Skills

- 1) Dictionary Skills
- 2) Thesaurus Skills
- 3) Inferential Reading Skills
- 4) Chunking (Reading "Thought Groups")
- 5) Outlining
- 6) Identifying Author's Point of View

B) Texts

- 1) Reading Extended Texts (e.g., American Culture, Biographies, Non-Fiction in a Variety of Styles)
- 2) Brief Simplified/Adapted Fictional Texts

II) Writing

A) The Structure of the Paragraph

1) What a paragraph is

- a) Repetition of present time
- b) Imperative form
- c) Use of I in the past tense
- d) Identifying verbs in sentences

B) Developing Ideas for Writing a Paragraph

- 1) The importance of brainstorming
- 2) Subject-verb agreement

C) The Topic Sentence

- 1) Good topic sentences
- 2) Controlling ideas
- 3) Avoiding sentence fragments and comma splices

D) Supporting and Concluding Sentences

- 1) Good supporting sentences
- 2) Kinds of supporting sentences
- 3) Analyzing and writing supporting sentences
- 4) Good concluding sentences
- 5) Kinds of concluding sentences
- 6) Restating the main idea
- 7) Making a prediction
- 8) Analyzing and writing a conclusion

E) Paragraph Review

- 1) Features of a paragraph
- 2) Working with the structure of a paragraph
- 3) Proofreading your work
- 4) Analyzing paragraphs
- 5) Checking supporting sentences
- 6) Articles

F) Kinds of Paragraphs

1) Definition paragraphs

- a) What a definition paragraph is
- b) Quotation marks
- c) Sequencing
- d) Including examples
- e) Simple adjective clauses
- f) Combining sentences for variety

2) Process analysis paragraphs

- a) What a process analysis paragraph is
- b) Using index cards for organization
- c) Transition words and chronological order
- d) Defining technical terms
- e) Checking possessive adjectives

3) Descriptive paragraphs

- a) What a descriptive paragraph is
- b) Describing the five senses
- c) Adjectives
 - i) Using adjectives in the correct place
 - ii) Using a bilingual dictionary
 - iii) Denotation and connotation
- 4) Opinion paragraphs
 - a) What an opinion paragraph is
 - b) Including an opposing opinion
 - c) Facts and opinions
 - d) Word forms
 - e) Choosing a topic
- 5) Narrative paragraphs
 - a) What a narrative paragraph is
 - b) Including background information
 - c) Beginning, middle, and end
 - d) Working with ideas for narrative paragraphs
 - e) Verb tense consistency
- G) Paragraphs in an essay
 - 1) Getting to know essays
 - 2) What an essay is
 - 3) Why people write essays
 - 4) How essays and paragraphs are similar
 - 5) How essays and paragraphs are different
 - 6) What an essay looks like
 - 7) An essay outline
 - 8) Varying vocabulary
 - 9) The thesis statement
 - 10) Supporting ideas
 - 11) Different kinds of essay organization
 - 12) Putting an essay together
- H) Writing practice
 - 1) Identifying the assignment
 - 2) Steps in the writing process:
 - a) Choosing a topic
 - b) Brainstorming
 - c) Writing a rough draft
 - d) Cleaning up the rough draft
 - e) Peer editing
 - f) Revising the draft
 - g) Proofing the final paper
 - 3) Mechanics
 - a) Basic capitalization rules
 - b) End punctuation
 - c) Commas
 - d) Apostrophes
 - e) Quotation Marks
 - f) Semicolons
 - 4) Grammar
 - a) Verb tense
 - b) Articles

Course Subject & Number: ESL 038
Course Name: ESL Reading and Writing 3

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 3-5 page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this level (e.g., The Quest Collection in the AVC Library).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the paragraph and essay levels - up to 200 words). Weekly journal writing or a reading log may also be included. All of these written assignments may be edited and included in a final portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 038
Course Name: ESL Reading and Writing 3

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.
- 2) Student's fulfillment of Objectives 2-5, writing skills (e.g., the structure of the paragraph; the topic sentence; the styles of paragraphs, the structure of the essay), is evaluated by workbook activities, journal writing, presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Writing Texts:

- 1) Folse, Keith; Muchomr-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Paragraphs (1st Ed.). Boston: Heinle.

Reading and Writing Texts:

- 2) Broukal, Milada. (2010). Weaving it Together 3. (3rd Ed.). White Plains: Pearson.
- 3) Barton, Laurie; Duapquier Sardinas, Carolyn. (2008). Northstar 3 Reading and Writing. White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
SLO-3-3-08
BY: *Maurer*

SECTION I

Date Initial
AP&P Representative: 9/23/09 DR
(indicates division review and approval)
Division Dean/Director: 10/2/09 CJG
Faculty Name: (print) Scott Denison

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 039

COURSE TITLE: ESL Skills Building 3

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 039
COURSE NAME: *ESL Skills Building 3 (Formerly ESL 054)
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 029 or eligibility for ESL 039

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a low-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of beginning level everyday English skills, grammar, and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation with topics or themes related to: People; Childhood Reminiscences; Transportation; Housing; Food; Travel & Vacations; Chores; Technology; Holidays; Life in the Past, Present, & Future; Abilities & Skills; Famous Landmarks; Personal Past Histories (Biographies); Entertainment; Nonverbal Communication; Money; Requests, Excuses, & Invitations;
- 2) Use Oral & Written Grammar including: USED TO; Adverbs of quantity; Indirect WH-questions; Evaluations and comparisons with adjectives; Comparisons with nouns; Simple past vs. present perfect; Sequence adverbs; Future with BE GOING TO; Modals for necessity and suggestion; Phrasal verbs; WILL for responding to requests; Requests with modals and WOULD YOU MIND; Infinitives and gerunds; infinitive complements; Relative clauses of time; Adverbial clauses of time; Time contrasts; Conditional sentences with IF-clauses; Gerunds; Clauses with BECAUSE; Passive with BY (simple past and present); Past continuous vs. simple past; Present perfect continuous; Participles as adjectives; Relative clauses; Modals; Adverbs; Unreal conditionals; Past modals; Reported speech: requests.
- 3) Apply Listening & Pronunciation skills including: Segmentals Vowel & Consonant Sounds (e.g., Final T); Suprasegmentals (e.g., WH-Question Direct & Indirect Intonation); Stress (Syllable stress, stress & rhythm, Contrastive stress, Word & sentence stress, Emphatic stress); Reductions (e.g., USED TO, OUGHT TO).



ANTELOPE VALLEY COLLEGE
 Academic Affairs
 Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 039

COURSE NAME: ESL Skills Building 3

COURSE UNITS: 5 **COURSE HOURS:** 5/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 029 or eligibility for ESL 039

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a low-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of beginning level everyday English skills, grammar, and vocabulary before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation with topics or themes related to: People; Childhood Reminiscences; Transportation; Housing; Food; Travel & Vacations; Chores; Technology; Holidays; Life in the Past, Present, & Future; Abilities & Skills; Famous Landmarks; Personal Past Histories (Biographies); Entertainment; Nonverbal Communication; Money; Requests, Excuses, & Invitations;
- 2) Use Oral & Written Grammar including: USED TO; Adverbs of quantity; Indirect WH-questions; Evaluations and comparisons with adjectives; Comparisons with nouns; Simple past vs. present perfect; Sequence adverbs; Future with BE GOING TO; Modals for necessity and suggestion; Phrasal verbs; WILL for responding to requests; Requests with modals and WOULD YOU MIND; Infinitives and gerunds; infinitive complements; Relative clauses of time; Adverbial clauses of time; Time contrasts; Conditional sentences with IF-clauses; Gerunds; Clauses with BECAUSE; Passive with BY (simple past and present); Past continuous vs. simple past; Present perfect continuous; Participles as adjectives; Relative clauses; Modals; Adverbs; Unreal conditionals; Past modals; Reported speech: requests.
- 3) Apply Listening & Pronunciation skills including: Segmentals Vowel & Consonant Sounds (e.g., Final T); Suprasegmentals (e.g., WH-Question Direct & Indirect Intonation); Stress (Syllable stress, stress & rhythm, Contrastive stress, Word & sentence stress, Emphatic stress); Reductions (e.g., USED TO, OUGHT TO).

Course Subject & Number: ESL 039
Course Name: ESL Skills Building 3

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking, Vocabulary, Grammar, & Pronunciation (suggested topics):

- A) People; Childhood Reminiscences
- B) Transportation
- C) Housing
- D) Food
- E) Travel & Vacations
- F) Chores
- G) Technology
- H) Holidays
- I) Life in the Past, Present, & Future
- J) Abilities & Skills
- K) Famous Landmarks
- L) Personal Past Histories (Biographies)
- M) Entertainment
- N) Nonverbal Communication
- O) Money
- P) Requests, Excuses, & Invitations

II) Oral & Written Grammar

- A) Nouns & Phrases
 - 1) Participles as adjectives
 - 2) Comparisons with nouns
- B) Verbs & Clauses
 - 1) USED TO
 - 2) Adverbs of quantity with (un)countable nouns
 - 3) Indirect WH-questions
 - 4) Evaluations and comparisons with adjectives
 - 5) Comparisons with nouns
 - 6) Simple past vs. present perfect
 - 7) Sequence adverbs
 - 8) Future with BE GOING TO
 - 9) Modals for necessity and suggestion
 - 10) Phrasal verbs
 - 11) WILL for responding to requests
 - 12) Requests with modals and WOULD YOU MIND
 - 12) Infinitives and gerunds; infinitive complements
 - 13) Relative clauses of time; Adverbial clauses of time
 - 14) Time contrasts
 - 15) Conditional sentences with IF-clauses
 - 16) Gerunds
 - 17) Clauses with BECAUSE
 - 18) Passive with BY (simple past and present)
 - 19) Past continuous vs. simple past
 - 20) Present perfect continuous
 - 21) Relative clauses
 - 22) Modals
 - 23) Adverbs
 - 24) Unreal conditionals
 - 25) Past modals
 - 26) Reported speech: requests

III) Listening & Pronunciation

- A) Segmentals
 - 1) Vowel Sounds
 - a) unrounded: i, I, ey, E, ae, a, uh
 - b) rounded: u, U, ow

2) Consonant Sounds

- a) Final -ed T/D/ID (e.g., stopped, stayed, needed)
- b) Final -s S/Z (e.g., keeps, drives, misses)

B) Suprasegmentals

1) Intonation

- a) Direct WH-Questions
- b) Indirect WH-Questions

2) Stress

- a) Syllable stress
- b) Stress & rhythm
- c) Contrastive stress
- d) Word & sentence stress
- e) Emphatic stress

3) Reductions

- a) USED TO
- b) DID YOU
- c) HAVE YOU
- d) OUGHT TO
- e) HAVE TO
- f) HAD
- g) WOULD
- h) WAS

Course Subject & Number: ESL 039
Course Name: ESL Skills Building 3

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 039
Course Name: ESL Skills Building 3

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1. Richards, J. (2009). Interchange 2. (3rd Ed.) New York: Cambridge University Press. Student's Book and Workbook 2.
2. Solorzano, Helen S. & Schmidt, Jennifer P.L. (2009) Northstar Listening and Speaking 3 (3rd Ed.). White Plains: Pearson Education.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
SLO: 33-08
BY: *Mauricio*

SECTION I

Date Initial
AP&P Representative: 9/23/09 DR
(indicates division review and approval)
Division Dean/Director: 10/2/09 [Signature]
Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 040
COURSE TITLE: ESL Vocabulary and Pronunciation 4

- NEW COURSE ***REVISED COR** (description, objectives, content, etc.) ***Other Course Revisions** (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 040
COURSE NAME: *ESL Vocabulary and Pronunciation 4
COURSE UNITS: 4
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 030 or eligibility for ESL 040.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This high-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English to better recognize and produce segmentals (consonants and vowels) with special attention given to the suprasegmental features (stress, linking, reductions, and intonation) of American-English. Focus is also on academic and idiomatic vocabulary building skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the meaning, spelling, and pronunciation of high-frequency academic vocabulary, idiomatic expressions, and phrasal verbs at the high-intermediate level through the reading of high-interest, non-fictional material.
- 2) Apply the following lexical components and a variety of examples for each type: prefixes, roots, suffixes, homophones, synonyms, heteronyms, antonyms.
- 3) Aurally distinguish and orally use the American English vowel and consonant sounds, and especially the English suprasegmental features (stress, linking, reductions, & intonation) at the word, sentence, and discourse levels.
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a dictionary and thesaurus.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: ESL 040

COURSE NAME: ESL Vocabulary and Pronunciation 4

COURSE UNITS: 4 **COURSE HOURS:** 4/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 030 or eligibility for ESL 040.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This high-intermediate pronunciation and vocabulary course is designed to help the non-native speaker of English to better recognize and produce segmentals (consonants and vowels) with special attention given to the suprasegmental features (stress, linking, reductions, and intonation) of American-English. Focus is also on academic and idiomatic vocabulary building skills. Strategies for self-monitoring pronunciation and becoming self-sufficient in acquiring high-frequency vocabulary items are also taught. (This credit course is not applicable to the associate degree and certificate programs.)

(R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the meaning, spelling, and pronunciation of high-frequency academic vocabulary, idiomatic expressions, and phrasal verbs at the high-intermediate level through the reading of high-interest, non-fictional and fictional material (e.g., Computers, Literature: Short Stories, Mental Health).
- 2) Apply the following lexical components and a variety of examples for each type: prefixes, roots, suffixes, homophones, synonyms, heteronyms, antonyms.
- 3) Aurally distinguish and orally use the American English segmental vowel and consonant sounds, and especially the English suprasegmental features (stress, linking, reductions, & intonation) at the word, sentence, and discourse levels.
- 4) Demonstrate independent study skills for acquiring new vocabulary and improving pronunciation: Differentiate the International Phonetic Symbols and employ them in learning the pronunciation of new words; Employ the use of a dictionary and thesaurus.

Course Subject & Number: ESL 040

Course Name: ESL Vocabulary and Pronunciation 4

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Academic and Idiomatic Vocabulary

A) Academic Vocabulary (suggested topics):

- 1) Finding Work (Developing a Resume; Job Interviews)
- 2) Computers (Value and Uses)
- 3) Travel (Tourism)
- 4) Trivia (Amazing true stories)
- 5) Business (Entrepreneurship)
- 6) Sports (International Heroes)
- 7) Environmental Issues (Recycling)
- 8) Literature (Popular American Short Stories)
- 9) Personality (Self-Awareness; Emotional Intelligence)
- 10) Food (Processed vs. Organic Food; Diet)
- 11) Space (Mars Findings; Valuable Discoveries in Space)
- 12) Energy (Alternative Sources)
- 13) Mental Health (Laugh Therapy; Stress Management)
- 14) Animal Life (Protecting Endangered Species)
- 15) Music (Styles; Personal Value)

B) Idioms & Phrasal Verbs

- 1) Idioms (e.g., the bottom line, bored to death, on the edge of your seat, living from hand to mouth, have it made)
- 2) Phrasal Verbs (e.g., go over, get into, come across)

II) Lexical Components

- A) Prefixes (e.g., inter- and intra-, mis-, ob-, epi-, non-, ad-)
- B) Roots (e.g., plic, graph, ject, pos/pon, mort, fer, ten/tain, scribe, tend, cap, sist, mono, dec, cent, mill, vac, mit, mem, lit, lex, nat, viv, bio, gen)
- C) Suffixes (e.g., -al, -ble, -ful, -less, -ness)
- D) Homophones (e.g., foul/fowl)
- E) Synonyms (e.g., meaningful/significant)
- F) Heteronyms (e.g., close/close)
- G) Antonyms (e.g., strict/lenient)

III) Pronunciation

A) Segmentals

- 1) Review of Consonant Sounds
- 2) Review of Vowel Sounds

B) Suprasegmentals

- 1) Stress
 - a) Word-level (academic)
 - b) Phrasal Verbs
 - c) Thought Group-level
 - d) Sentence-level
- 2) Linking
- 3) Contractions & Reduced Forms
- 4) Intonation
 - a) Statements
 - b) Yes/No Questions
 - c) Wh-Questions
 - d) Or-Questions
 - e) Tag Questions

IV) Independent Study Skills for Pronunciation & Vocabulary

A) International Phonetic Symbols

B) Dictionary use

C) Thesaurus use

Course Subject & Number: ESL 040
Course Name: ESL Vocabulary and Pronunciation 4

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

Each week reading assignments include a variety of high-intermediate, high-interest texts which are used for the purpose of developing new vocabulary. (See Suggested Texts or Other Instructional Materials.)

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Each week students are required to complete written exercises in both the vocabulary and pronunciation workbooks. Students may also contribute weekly entries to a vocabulary journal and/or pronunciation log in order to monitor learning and develop independent study skills.

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating presentation (e.g., oral report, poster display, favorite ... speech, radio commercial) may be assigned throughout and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of oral and written vocabulary as well as pronunciation.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 040

Course Name: ESL Vocabulary and Pronunciation 4

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, music, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1 (academic and idiomatic vocabulary) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 2) Students' fulfillment of Objective 2 (various lexical components, e.g., roots, affixation) is evaluated by workbook homework, vocabulary journals, oral or written presentations, and vocabulary tests.
- 3) Student's fulfillment of Objective 3 (pronunciation of segments and suprasegmentals) is evaluated by workbook homework, pronunciation logs, oral presentations, and pronunciation tests.
- 4) Students' fulfillment of Objective 4 (independent study skills) is evaluated by pronunciation logs & vocabulary journals and vocabulary & pronunciation tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Pronunciation Texts:

1) Lane, Linda. (2005). Focus on Pronunciation. (1st Ed.). White Plains: Pearson Education.

Vocabulary Texts:

2) Anderson, Neil J. (2009). Active - Skills for Reading: Book 4 (2nd Ed.). Boston: Henle & Heinle.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

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BY: [Signature]

SECTION I

Date _____ Initial _____
 AP&P Representative: 9/23/09 DR
 (indicates division review and approval)
 Division Dean/Director: 10/2/09 [Signature]
 Faculty Name: (print) Scott Denison

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 043

COURSE TITLE: ESL Grammar 4

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
 (description, objectives, content, etc.) (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
 No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: ESL 043
COURSE NAME: *ESL Grammar 4 (Formerly ESL 047)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 033 or eligibility for ESL 043

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This is a high-intermediate grammar skills course designed for non-native speakers of English. Students review and practice structures learned in intermediate level grammar and are introduced to more complex structures (e.g., Verb Tense & Aspect, Negative & Tag Questions, Phrasal Verbs, Adjective Clauses, Past Modals, the Passive Voice, Conditionals, Indirect Speech, & Embedded Questions). This class concentrates on teaching students a higher level of grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered most of the verb tense and aspect forms. This course prepares students for advanced level ESL composition. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the Present & Past Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects.
- 2) Use the Future Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects.
- 3) Express Negative Questions, Tag Questions, & Responses.
- 4) Demonstrate Gerunds & Infinitives.
- 5) Employ Phrasal Verbs.
- 6) Use Adjective Clauses.
- 7) Express Past Modals.
- 8) Demonstrate the Passive.
- 9) Employ Conditionals.
- 10) Use Indirect Speech & Embedded Questions.



ANTELOPE VALLEY COLLEGE

Academic Affairs

Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: ESL 043

COURSE NAME: ESL Grammar 4

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 033 or eligibility for ESL 043

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a high-intermediate grammar skills course designed for non-native speakers of English. Students review and practice structures learned in intermediate level grammar and are introduced to more complex structures (e.g., Verb Tense & Aspect, Negative & Tag Questions, Phrasal Verbs, Adjective Clauses, Past Modals, the Passive Voice, Conditionals, Indirect Speech, & Embedded Questions). This class concentrates on teaching students a higher level of grammar through lecture, drills, communicative activities, and practice exercises. Students apply the new structures in oral and written expression through oral drills and a series of guided writing and editing activities. Students entering this course should have already mastered most of the verb tense and aspect forms. This course prepares students for advanced level ESL composition. (This credit course is not applicable to the associate degree and certificate programs.) (R2)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the Present & Past Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects.
- 2) Use the Future Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects.
- 3) Express Negative Questions, Tag Questions, & Responses.
- 4) Demonstrate Gerunds & Infinitives.
- 5) Employ Phrasal Verbs.
- 6) Use Adjective Clauses.
- 7) Express Past Modals.
- 8) Demonstrate the Passive.
- 9) Employ Conditionals.
- 10) Use Indirect Speech & Embedded Questions.

Course Subject & Number: ESL 043
Course Name: ESL Grammar 4

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I) Present & Past Tense & Aspect
 - A) Simple Present Tense & Present Progressive
 - B) Simple Past Tense & Past Progressive
 - C) Present Perfect, Present Perfect Progressive, & Simple Past Tense
 - D) Past Perfect & Past Perfect Progressive

- II) Future Tense & Aspect
 - A) Future & Future Progressive
 - B) Future Perfect & Future Perfect Progressive

- III) Negative Questions & Tag Questions
 - A) Negative YES/NO Questions & Tag Questions
 - B) Additions & Responses with SO, TOO, NEITHER, NOT EITHER, & BUT

- IV) Gerunds & Infinitives
 - A) Contrasting Gerunds & Infinitives
 - B) Parallelism of Gerunds & Infinitives

- V) Phrasal Verbs
 - A) Seperable
 - B) Inseperable

- VI) Adjective Clauses
 - A) Adjective Clauses with Subject Relative Pronouns
 - B) Adjective Clauses with Subject Relative Pronouns
 - C) Object Relative Pronouns
 - D) Adding Details with Adjective Clauses

- VII) Past Modals
 - A) Advisability & Obligation in the Past
 - B) Speculation & Conclusion about the Past

- VIII) The Passive
 - A) The Passive with Modals & Modal-like Expressions
 - B) The Passive Causative
 - C) Changing the Focus with Passive Verbs

- IX) Conditionals
 - A) Factual Conditionals: Present
 - B) Factual Conditionals: Future
 - C) Unreal Conditionals: Present
 - D) Unreal Conditionals: Past

- X) Indirect Speech & Embedded Questions
 - A) Direct & Indirect Speech
 - B) Indirect Speech: Tense Changes
 - C) Indirect Instructions, Commands, Requests, & Invitations
 - D) Indirect Questions
 - E) Embedded Questions
 - F) Using Direct & Indirect Speech

Course Subject & Number: ESL 043
Course Name: ESL Grammar 4

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Each week students are introduced to a unit by reading a text related to a high-interest topic or theme. This text highlights upcoming grammatical structures to be learned.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Each week students are required to incorporate newly learned grammatical structures into writing tasks (e.g., journal entry, essay).

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating presentation (e.g., poster advertisement, movie review, mini-lesson) may be assigned during and/or at the end of the semester in order to reinforce and evaluate the student's acquisition of the low-intermediate grammatical structures.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 043
Course Name: ESL Grammar 4

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, games, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

Students' fulfillment of Objectives 1-10 (Employing: 1-the Present & Past Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects, 2-the Future Tense in the Simple, Progressive, Perfect, & Perfect Progressive Aspects, 3-Negative Questions, Tag Questions, & Responses, 4-Gerunds & Infinitives, 5-Phrasal Verbs, 6-Adjective Clauses, 7-Past Modals, 8-the Passive, 9-Conditionals, 10-Indirect Speech & Embedded Questions) is evaluated by workbook exercises, writing activities (e.g., journals, essays), presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

- 1) Bonner, M., & Fuchs, M. (2006). Focus on Grammar 4: An Integrated Skills Approach. (3rd Ed.) White Plains: Pearson.
and
- 2) Fuchs, M. (2006). Focus on Grammar 4 Workbook: An Integrated Skills Approach. (3rd Ed.) White Plains: Pearson.
or
- 3) Azar, B. S. (2007). Understanding and Using English Grammar. (3rd Ed.) White Plains: Pearson.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
SLO: 3.3.09
BY: M. Turgeon

SECTION I

Date Initial
AP&P Representative: 9/23/09 DR
(indicates division review and approval)
Division Dean/Director: 10/2/09 [Signature]
Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 048

COURSE TITLE: ESL Reading and Writing 4

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 048
COURSE NAME: *ESL Reading and Writing 4 (formerly ESL 086)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 038 or eligibility for ESL 048

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This high-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of reading skills for improving reading rate and comprehension in academic texts of varying styles. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to the structure, vocabulary, and sentence grammar in essays. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., thesaurus skills, inferential reading skills, skimming for main ideas, scanning for details, chunking, monitoring reading rate, outlining, summarizing & paraphrasing, identifying author's point of view) through reading extended (5-10 page) texts and articles (e.g., academic topics) in a variety of styles.
- 2) Employ the Structure of Essays: What an essay is; Kinds of essays; Example essays; Writing the introduction; What an introduction is; Practice with hooks and thesis statements; Writing the body; Practice with outlining an essay; Writing the conclusion; and Topics for writing.
- 3) Apply the Styles of Narrative Essays: Example narrative essay; Connectors and time relationship words; Sentence variety with time words; and Developing narrative essays.
- 4) Demonstrate Comparison Essays: What a comparison essay is; Patterns of organization; Choosing a method of organization; Example comparison essay; Developing comparison essays; and Connectors for comparison essays.
- 5) Use Cause-Effect Essays: What a cause-effect essay is; Focus-on-cause method; Focus-on-effect method; Example cause-effect essay; Developing cause-effect essays; Focus-on-Cause outline; Focus-on-Effect outline; and Connectors for cause-effect essays.
- 6) Employ Argumentative Essays: What an argumentative essay is; Arguing pro and con; Convincing the reader; Example argumentative essay; Counterargument and refutation; Developing argumentative essays; Outlining; Adding supporting information; Controlling tone with modals; and Avoiding faulty logic.
- 7) Demonstrate the Vocabulary & Grammar of Essays: Word Choice & Spelling: Words Often Confused; The Eight Parts of Speech; Possessives; Words that Can Be Broken into Parts; Sentence Structure: Finding Subjects and Verbs; Locating Prepositional Phrases; Understanding Dependent Clauses; Correcting Fragments; Correcting Run-on Sentences; Identifying Verb Phrases; Using Standard English Verbs; and Using Regular and Irregular Verbs.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | | |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | New Course |
| <input type="checkbox"/> | Effective Date
(for articulation) |
| <input type="checkbox"/> | COR Revision |
| <input type="checkbox"/> | Pre Req/Advisories |
| <input type="checkbox"/> | Other Changes |
| <input type="checkbox"/> | SLOs |

COURSE SUBJECT & NUMBER: ESL 048

COURSE NAME: ESL Reading and Writing 4

COURSE UNITS: 3 **COURSE HOURS:** 3/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 038 or eligibility for ESL 048

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This high-intermediate reading and writing course is designed for students whose first language is not English. Emphasis is on the development of reading skills for improving reading rate and comprehension in academic texts of varying styles. Focus is also on building students' writing including extensive practice at the paragraph level and up to the essay level with attention given to the structure, vocabulary, and sentence grammar in essays. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Use Reading Skills (e.g., thesaurus skills, inferential reading skills, skimming for main ideas, scanning for details, chunking, monitoring reading rate, outlining, summarizing & paraphrasing, identifying author's point of view) through reading extended (5-10 page) texts and articles (e.g., academic topics) in a variety of styles.
- 2) Employ the Structure of Essays: What an essay is; Kinds of essays; Example essays; Writing the introduction; What an introduction is; Practice with hooks and thesis statements; Writing the body; Practice with outlining an essay; Writing the conclusion; and Topics for writing.
- 3) Apply the Styles of Narrative Essays: Example narrative essay; Connectors and time relationship words; Sentence variety with time words; and Developing narrative essays.
- 4) Demonstrate Comparison Essays: What a comparison essay is; Patterns of organization; Choosing a method of organization; Example comparison essay; Developing comparison essays; and Connectors for comparison essays.
- 5) Use Cause-Effect Essays: What a cause-effect essay is; Focus-on-cause method; Focus-on-effect method; Example cause-effect essay; Developing cause-effect essays; Focus-on-Cause outline; Focus-on-Effect outline; and Connectors for cause-effect essays.
- 6) Employ Argumentative Essays: What an argumentative essay is; Arguing pro and con; Convincing the reader; Example argumentative essay; Counterargument and refutation; Developing argumentative essays; Outlining; Adding supporting information; Controlling tone with modals; and Avoiding faulty logic.
- 7) Demonstrate the Vocabulary & Grammar of Essays: Word Choice & Spelling: Words Often Confused; The Eight Parts of Speech; Possessives; Words that Can Be Broken into Parts; Sentence Structure: Finding Subjects and Verbs; Locating Prepositional Phrases; Understanding Dependent Clauses; Correcting Fragments; Correcting Run-on Sentences; Identifying Verb Phrases; Using Standard English Verbs; and Using Regular and Irregular Verbs.

Course Subject & Number: ESL 048
Course Name: ESL Reading and Writing 4

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading

A) Skills

- 1) Thesaurus Skills
- 2) Inferential Reading Skills
- 3) Skimming for Main Ideas
- 4) Scanning for Details
- 5) Chunking (Reading "Thought Groups")
- 6) Monitoring Reading Rate
- 7) Outlining
- 8) Summarizing & Paraphrasing
- 9) Identifying Writer's Point of View

B) Texts

- 1) Reading of Extended to Complete Texts (e.g., academic topics in a variety of styles)
- 2) Reading of Extended Fictional Texts (e.g., American Literature/short stories)

II) Writing

A) The Structure of Essays

- 1) What an essay is; Kinds of essays
- 2) Example essays
- 3) Writing the introduction
- 4) What an introduction is
- 5) Practice with hooks and thesis statements
- 6) Writing the body.
- 7) Practice with outlining an essay
- 8) Writing the conclusion

B) The Styles of Essays

1) Narrative Essays

- a) What a narrative essay is
- b) The introduction; The body; The conclusion
- c) Example narrative essay
- d) Connectors and time relationship words
- e) Sentence variety with time words
- f) Developing narrative essays

2) Comparison Essays

- a) What a comparison essay is
- b) Patterns of organization
- c) Choosing a method of organization
- d) Example comparison essay
- e) Developing comparison essays
- f) Connectors for comparison essays

3) Cause-Effect Essays

- a) What a cause-effect essay is
- b) Focus-on-cause method
- c) Focus-on-effect method
- d) Example cause-effect essay
- e) Developing cause-effect essays
- f) Focus-on-Cause outline
- g) Focus-on-Effect outline
- h) Connectors for cause-effect essays

4) Argumentative Essays

- a) What an argumentative essay is
- b) Arguing pro and con
- c) Convincing the reader
- d) Example argumentative essay
- e) Counterargument and refutation
- f) Developing argumentative essays

- g) Outlining; Adding supporting information
 - h) Controlling tone with modals
 - i) Avoiding faulty logic
- C) The Vocabulary & Sentence Grammar of Essays
- 1) Vocabulary & Spelling
 - a) Misspelled Words
 - b) Words Often Confused
 - c) The Eight Parts of Speech
 - d) Contractions
 - e) Possessives
 - f) Words that Can Be Broken into Parts
 - g) Rule for Doubling a Final Letter
 - h) Using a Dictionary
 - 2) Sentence Grammar
 - a) Finding Subjects and Verbs
 - b) Locating Prepositional Phrases
 - c) Understanding Dependent Clauses
 - d) Correcting Fragments
 - e) Correcting Run-on Sentences
 - f) Identifying Verb Phrases
 - g) Using Standard English Verbs
 - h) Using Regular and Irregular Verbs

Course Subject & Number: ESL 048
Course Name: ESL Reading and Writing 4

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the 5-10 page text, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this low level (e.g., The Quest Collection in the AVC Library).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the essay level - up to 300 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A culminating task, for example a portfolio of all of the students' written tasks, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. (Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.)

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 048
Course Name: ESL Reading and Writing 4

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.
- 2) Student's fulfillment of Objectives 2-7, writing skills (e.g., the structure, topics, styles, vocabulary, and sentence grammar the essay), is evaluated by workbook activities, journal writing, essays, presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Writing Texts:

- 1) Folse, Keith; Muchomore-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Great Essays (2nd Ed.). Boston: Heinle.

Reading/Writing Texts:

- 2) Broukal, Milada. (2010). Weaving it Together - Book 4 (3rd Ed). Boston: Heinle.
- 3) English, Andrew K.; English, Laura Monahan. (2009). Northstar Reading and Writing 4 (3rd Ed.). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
3:30 PM - S.H.D.
BY: *M. Marroquin*

SECTION I

Date Initial
AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 *af*

Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 049

COURSE TITLE: ESL Skills Building 4

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 049
COURSE NAME: *ESL Skills Building 4 (Formerly ESL 056)
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 039 or eligibility for ESL 049

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a high-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of low-intermediate level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking with high-level, high-interest themes like: The Media; Overcoming Obstacles; Medicine; Natural Disasters; Conservation; Philanthropy; Education; Food; Immigration; and Technology.
- 2) Use Oral & Written Grammar including: The Passive Voice; Gerunds & Infinitives; Present Unreal Conditionals; Adjective Clauses; Past Modals for Advisability; Tag Questions; Direct & Indirect Speech; Phrasal Verbs; Contrasting Past & Present Tense (Verb Review); and the Future Perfect & Future Progressive.
- 3) Apply Listening & Pronunciation skills including: Segmental Vowels (e.g., "o" Vowels Sounds: U, uw, a, ow, & uh) & Consonants (e.g., Voiced & Voiceless th, sh, zh, & j); Suprasegmental Intonation (e.g., Lists & Tag Questions); Stress (e.g., Thought Groups, Contrastive Stress, Unstressed Vowels (Schwa), Prepositions on Phrasal Verbs); and Reductions of Auxiliary Verbs.
- 4) Practice Speaking skills for: Predicting, Summarizing, Interrupting, Expressing surprise; Expressing opinions; Supporting opinions with examples; Using tone of voice for attitude; Sharing ideas; Restating/Paraphrasing; and Discussing opinions.
- 5) Demonstrate Critical Thinking by: Interpreting graphs; Ranking the value of qualities; Interpreting a cartoon; Interpreting a quotation; Guessing from context clues; Drawing conclusions; Making judgments; Inferring situational contexts; Hypothesizing scenarios; and Proposing solutions.



ANTELOPE VALLEY COLLEGE
 Academic Affairs
 Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 049

COURSE NAME: ESL Skills Building 4

COURSE UNITS: 5 **COURSE HOURS:** 5/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 039 or eligibility for ESL 049

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a high-intermediate level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of low-intermediate level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking with high-level, high-interest themes like: The Media; Overcoming Obstacles; Medicine; Natural Disasters; Conservation; Philanthropy; Education; Food; Immigration; and Technology.
- 2) Use Oral & Written Grammar including: The Passive Voice; Gerunds & Infinitives; Present Unreal Conditionals; Adjective Clauses; Past Modals for Advisability; Tag Questions; Direct & Indirect Speech; Phrasal Verbs; Contrasting Past & Present Tense (Verb Review); and the Future Perfect & Future Progressive.
- 3) Apply Listening & Pronunciation skills including: Segmental Vowels (e.g., "o" Vowels Sounds: U, uw, a, ow, & uh) & Consonants (e.g., Voiced & Voiceless th, sh, zh, & j); Suprasegmental Intonation (e.g., Lists & Tag Questions); Stress (e.g., Thought Groups, Contrastive Stress, Unstressed Vowels (Schwa), Prepositions on Phrasal Verbs); and Reductions of Auxiliary Verbs.
- 4) Practice Speaking skills for: Predicting, Summarizing, Interrupting, Expressing surprise; Expressing opinions; Supporting opinions with examples; Using tone of voice for attitude; Sharing ideas; Restating/Paraphrasing; and Discussing opinions.
- 5) Demonstrate Critical Thinking by: Interpreting graphs; Ranking the value of qualities; Interpreting a cartoon; Interpreting a quotation; Guessing from context clues; Drawing conclusions; Making judgments; Inferring situational contexts;

Hypothesizing scenarios; and Proposing solutions.

Course Subject & Number: ESL 049
Course Name: ESL Skills Building 4

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking
(suggested topics):

- A) The Media
- B) Overcoming Obstacles
- C) Medicine
- D) Natural Disasters
- E) Conservation
- F) Philanthropy
- G) Education
- H) Food
- I) Immigration
- J) Technology

II) Oral & Written Grammar

- A) The Passive Voice
- B) Gerunds & Infinitives
- C) Present Unreal Conditionals
- D) Adjective Clauses
- E) Past Modals for Advisability
- F) Tag Questions
- G) Direct & Indirect Speech
- H) Phrasal Verbs
- I) Contrasting Past & Present Tense (Verb Review)
- J) Future Perfect & Future Progressive

III) Listening & Pronunciation

- A) Segmentals
 - 1) Vowel Sounds
 - a) Rounded Vowels: U, uw, ow
 - b) Unrounded Vowels: a, uh
 - 2) Consonant Sounds
 - a) Voiced & Voiceless TH
 - b) SH, ZH, CH, J
- B) Suprasegmentals
 - 1) Intonation
 - a) Lists
 - b) Tag Questions
 - 2) Stress
 - a) Thought Groups
 - b) Contrastive Stress
 - c) Unstressed Vowels (Schwa)
 - d) Prepositions on Phrasal Verbs
 - 3) Reductions
 - a) Reduced Vowels/Syllables (e.g., "family", "evening")
 - b) Reduced Consonants (e.g., "Tell him." "Call her.")

IV) Speaking

- A) Predicting
- B) Summarizing
- C) Interrupting
- D) Expressing surprise
- E) Expressing opinions
- F) Supporting opinions with examples
- G) Using tone of voice for attitude
- H) Sharing ideas
- I) Restating/Paraphrasing

J) Discussing opinions

V) Critical Thinking

A) Interpreting graphs

B) Ranking the value of qualities

C) Interpreting a cartoon

D) Interpreting a quotation

E) Guessing from context clues

F) Drawing conclusions

G) Making judgments

H) Inferring situational contexts

I) Hypothesizing scenarios

J) Proposing a solution

Course Subject & Number: ESL 049
Course Name: ESL Skills Building 4

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 049
Course Name:

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.
- 4) Student's fulfillment of Objective 4, speaking, is evaluated by workbook activities, oral presentations, and tests.
- 5) Student's fulfillment of Objective 5, critical thinking, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1. Ferree, Tess & Kim Sanabria. (2009) Northstar Listening and Speaking 4 (3rd Ed.). White Plains: Pearson Education.
2. Richards, J. (2009). Passages 1 (2nd Ed.). New York: Cambridge University Press. Student's Book and Workbook 1.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES**
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT - 8 2009
No. 3309
BY: *M. Macgregor*

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 *[Signature]*

Faculty Name: (print) Scott Jensen

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 058

COURSE TITLE: ESL Reading and Writing 5

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
(description, objectives, content, etc.) (title/number, units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPEVALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 058
COURSE NAME: *ESL Reading and Writing 5 (Formerly ESL 087)
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 048 or eligibility for ESL 058

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This advanced reading and writing course is designed for students whose first language is not English. Emphasis is on the development of reading skills of fluency, analytical comprehension, and synthesis of ideas in both academic and literary texts. Focus is on building students' writing including extensive practice at the essay level with attention given to the structure, styles, sentence grammar, and mechanics of essays. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Use reading skills (e.g., inferential reading skills, skimming for main ideas, scanning for details, chunking, monitoring reading rate, outlining, summarizing & paraphrasing, identifying writer's point of view, synthesizing ideas, analytical comprehension, identifying literary devices, identifying research paper formatting) through reading complete literary texts (e.g., American Literature, Fiction, Poetry).
- 2) Demonstrate Essay Overview: the Structure of Essays (The Introduction; The Thesis Statement; The Body; & The Conclusion) and the Styles of Essays (The Process Essay; The Definition Essay; The Descriptive Essay; The Classification Essay; The Comparison and Contrast Essay; The Cause & Effect Essay; The Argument Essay).
- 3) Employ Essay Sentence Grammar: Maintaining Subject/Verb Agreement; Avoiding Shifts in Time; Recognizing Verbal Phrases; Correcting Misplaced or Dangling Modifiers; Following Sentence Patterns; Avoiding Cliches, Awkward Phrasing, and Wordiness; Correcting for Parallel Structure; Using Pronouns; Avoiding Shifts in Person.
- 4) Use Essay Mechanics: Periods; Question Marks; Exclamation Points; Semicolons; Colons; Dashes; Commas; Quotation Marks/Underlining/Italics; Capital Letters.
- 5) Employ Advanced Essay Writing Skills: Steps of Essay Writing (ideas, drafts, revisions, editing); Library Research; Citation Forms; Paraphrasing; Summarizing; Sentence Building in Essays; Punctuation; Common Spelling Problems.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 058

COURSE NAME: ESL Reading and Writing 5

COURSE UNITS: 3 **COURSE HOURS:** 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 048 or eligibility for ESL 058

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This advanced reading and writing course is designed for students whose first language is not English. Emphasis is on the development of reading skills of fluency, analytical comprehension, and synthesis of ideas in both academic and literary texts. Focus is on building students' writing including extensive practice at the essay level with attention given to the structure, styles, sentence grammar, and mechanics of essays. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Use reading skills (e.g., inferential reading skills, skimming for main ideas, scanning for details, chunking, monitoring reading rate, outlining, summarizing & paraphrasing, identifying writer's point of view, synthesizing ideas, analytical comprehension, identifying literary devices, identifying research paper formatting) through reading complete literary texts (e.g., American Literature, Fiction, Poetry).
- 2) Demonstrate Essay Overview: the Structure of Essays (The Introduction; The Thesis Statement; The Body; & The Conclusion) and the Styles of Essays (The Process Essay; The Definition Essay; The Descriptive Essay; The Classification Essay; The Comparison and Contrast Essay; The Cause & Effect Essay; The Argument Essay).
- 3) Employ Essay Sentence Grammar: Maintaining Subject/Verb Agreement; Avoiding Shifts in Time; Recognizing Verbal Phrases; Correcting Misplaced or Dangling Modifiers; Following Sentence Patterns; Avoiding Cliches, Awkward Phrasing, and Wordiness; Correcting for Parallel Structure; Using Pronouns; Avoiding Shifts in Person.
- 4) Use Essay Mechanics: Periods; Question Marks; Exclamation Points; Semicolons; Colons; Dashes; Commas; Quotation Marks/Underlining/Italics; Capital Letters.
- 5) Employ Advanced Essay Writing Skills: Steps of Essay Writing (ideas, drafts, revisions, editing); Library Research; Citation Forms; Paraphrasing; Summarizing; Sentence Building in Essays; Punctuation; Common Spelling Problems.

Course Subject & Number: ESL 058
Course Name: ESL Reading and Writing 5

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading

A) Skills

- 1) Inferential Reading Skills
- 2) Skimming for Main Ideas
- 3) Scanning for Details
- 4) Chunking (Reading "Thought Groups")
- 5) Monitoring Reading Rate
- 6) Outlining
- 7) Summarizing & Paraphrasing
- 8) Identifying Author's Point of View
- 9) Synthesizing Ideas
- 10) Analytical Comprehension
- 11) Identifying Literary Devices
- 12) Identifying Research Paper Format

B) Texts

- 1) Reading of Complete Texts (e.g., Academic Topics in a Variety of Styles)
- 2) Reading of Complete Fictional Texts (e.g., American Literature/short stories)

II) Writing

A) Essay Overview (Review)

- 1) Essay Structure
 - a) The Introduction
 - b) The Thesis Statement
 - c) The Body
 - d) The Conclusion
- 2) Essay Styles
 - a) The Process Essay
 - b) The Definition Essay
 - c) The Descriptive Essay
 - d) The Classification Essay
 - e) The Comparison and Contrast Essay
 - f) The Cause & Effect Essay
 - g) The Argument Essay

B) Essay Grammar

- 1) Maintaining Subject/Verb Agreement
- 2) Avoiding Shifts in Time
- 3) Recognizing Verbal Phrases
- 4) Correcting Misplaced or Dangling Modifiers
- 5) Following Sentence Patterns
- 6) Avoiding Cliches, Awkward Phrasing, and Wordiness
- 7) Correcting for Parallel Structure
- 8) Using Pronouns
- 9) Avoiding Shifts in Person

C) Essay Mechanics

- 1) Periods
- 2) Question Marks
- 3) Exclamation Points
- 4) Semicolons
- 5) Colons
- 6) Dashes
- 7) Commas
- 8) Quotation Marks/Underlining/Italics
- 9) Capital Letter

D) Advanced Essay Writing Skills

- 1) Steps of Essay Writing (ideas, drafts, revisions, editing)

- 2) Library Research
- 3) Citation Forms
- 4) Paraphrasing
- 5) Summarizing
- 6) Sentence Building in Essays
- 7) Punctuation
- 8) Common Spelling Problems

Course Subject & Number: ESL 058

Course Name: ESL Reading and Writing 5

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. *Describe nature and frequency of typical reading assignments if applicable; note if any are required:*

For each unit or lesson (approximately one per week), students are introduced to a topic. Pre-reading questions, introduction to new vocabulary precede reading the short stories or poetry, while post-reading comprehension questions follow.

Weekly outside reading assignments also include reading and reporting on one or more complete works which are graded for this low level (e.g., Of Mice and Men).

2. *Describe nature and frequency of typical writing assignments if applicable; note if any are required:*

Students have controlled writing activities within each unit based on the weekly theme. At the end of each unit, students are given a more "free" (open-ended) writing activity (at the essay level - up to 400 words). Weekly journal writing or a reading log may also be included. (All of these written assignments may be edited and included in a final portfolio.)

3. *Describe nature and frequency of typical computational assignments if applicable; note if any are required:*

n/a

4. *Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:*

A culminating task, for example a portfolio of all of the students' written tasks or a mini-research paper, may be assigned and presented to the instructor for evaluation at the end of the semester in order to reinforce and evaluate the students' acquisition of the course content. Excerpts of the portfolio, copied or projected for the whole class, may also be presented for peer feedback.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments:

Other Assignments: 2

Course Subject & Number: ESL 058
Course Name: ESL Reading and Writing 5

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Methods of instruction include small and large group discussion, activities and drills involving pair and group work, lecture, and audio/visual aids.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, reading skills, is evaluated by workbook activities, reading reports, presentations, and tests.
- 2) Student's fulfillment of Objectives 2-5, writing skills (e.g., the structure, styles, sentence grammar, mechanics of the essay, and advanced essay skills), is evaluated by workbook activities, journal writing, presentations, essays, research papers, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Writing Texts:

- 1) Folse, Keith; Muchomore-Voukoun, April; and Vestri Solomon, Vokoun. (2009). Greater Essays (2nd Ed.). Boston: Heinle.

Reading/Writing Texts:

- 2) Miller, Judy L. & Cohen, Robert F. (2009) Northstar Reading and Writing 5 (3rd Ed.). White Plains: Pearson Education.

(Graded readers: e.g., AVC Library Quest Collection, Penguin Graded Readers)

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT - 8 2009
SLO-33-08
BY: *M. Auregin*

SECTION I

Date Initial

AP&P Representative: 9/23/09 DR
(indicates division review and approval)

Division Dean/Director: 10/2/09 *[Signature]*

Faculty Name: (print) Scott Jensen

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

Date 9/22/09

COURSE SUBJECT & NUMBER: ESL 059

COURSE TITLE: ESL Skills Building 5

- NEW COURSE** ***REVISED COR** ***Other Course Revisions**
(description, objectives, content, etc.) (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
No significant revisions are being requested except for some minor updating (e.g., new textbooks or editions). In general, previous COR information is being transferred into the updated COR forms.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P GE Approved: _____ GE Not Approved: _____
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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: ESL 059
COURSE NAME: *ESL Skills Building 5 (Formerly ESL 057)
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*
Advisory: Completion of ESL 049 or eligibility for ESL 059

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is an advanced level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of advanced level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking with high-level, high-interest themes like: Addictions; Utopian Movements; Personality; Trends; Feng Shui; Religion; Business; The Military; The Arts; and Censorship.
- 2) Use Oral & Written Grammar including: The Unreal WISH; Noun Clauses; Adjective Clauses; Adverb Clauses; Oral Discourse Connectors; Quantifiers for (Non-)Count Nouns; Verb + Gerunds; Direct & Indirect Speech; The Passive & Passive Causative; and Modals of Varying Certainty.
- 3) Apply Listening & Pronunciation Skills including: Segmental Vowel Sounds (e.g., Alternation in forms of words, Contrasting /ae/, /a/, & /uh/); Segmental Consonant Sounds (e.g., Linking final consonants); Suprasegmental Intonation; Stress (e.g., Highlighting important words, Phrasal verb preposition stress); and Reductions (e.g., AS, HAS, & IS).
- 4) Practice Speaking skills for: Defending opinions; Making predictions; Summarizing ideas; Speaking in front of a group; Using metaphors; Conducting an interview; Performing a dialog (with drama); Retelling a conversation; Using transitions; and Conducting a debate.
- 5) Demonstrate Critical Thinking by: Inferring meaning from context; Classifying information; Critiquing an argument; Interpreting graphs; Interpreting quotations; Challenging assumptions; Speculating on outcomes; Making judgments on controversial issues; Comparing & contrasting information; Developing pro and con arguments



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: ESL 059

COURSE NAME: ESL Skills Building 5

COURSE UNITS: 5 **COURSE HOURS:** 5/week

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of ESL 049 or eligibility for ESL 059

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is an advanced level integrated skills course for non-native speakers of English. Concentration is on both oral and written abilities as students develop and improve their reading, writing, listening, speaking, vocabulary, grammar, and pronunciation, and critical thinking skills in the English language. This class provides students with an opportunity to learn, practice, and improve their English language skills through drills, communicative group and pair work, practice activities, theme-based learning, lecture, and project work. Students are expected to have functional knowledge of advanced level English grammar, vocabulary, writing, and oral communication skills before entering this course. (This credit course is not applicable to the associate degree and certificate programs.) (R1)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1) Employ the skills of Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking with high-level, high-interest themes like: Addictions; Utopian Movements; Personality; Trends; Feng Shui; Religion; Business; The Military; The Arts; and Censorship.
- 2) Use Oral & Written Grammar including: The Unreal WISH; Noun Clauses; Adjective Clauses; Adverb Clauses; Oral Discourse Connectors; Quantifiers for (Non-)Count Nouns; Verb + Gerunds; Direct & Indirect Speech; The Passive & Passive Causative; and Modals of Varying Certainty.
- 3) Apply Listening & Pronunciation Skills including: Segmental Vowel Sounds (e.g., Alternation in forms of words, Contrasting /ae/, /a/, & /uh/); Segmental Consonant Sounds (e.g., Linking final consonants); Suprasegmental Intonation; Stress (e.g., Highlighting important words, Phrasal verb preposition stress); and Reductions (e.g., AS, HAS, & IS).
- 4) Practice Speaking skills for: Defending opinions; Making predictions; Summarizing ideas; Speaking in front of a group; Using metaphors; Conducting an interview; Performing a dialog (with drama); Retelling a conversation; Using transitions; and Conducting a debate.
- 5) Demonstrate Critical Thinking by: Inferring meaning from context; Classifying information; Critiquing an argument; Interpreting graphs; Interpreting quotations; Challenging assumptions; Speculating on outcomes; Making judgments on

controversial issues; Comparing & contrasting information; Developing pro and con arguments.

Course Subject & Number: ESL 059
Course Name: ESL Skills Building 5

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I) Reading, Writing, Listening, Speaking, Vocabulary, Grammar, Pronunciation, & Critical Thinking
(suggested topics):

- A) Addictions
- B) Utopian Movements
- C) Personality
- D) Trends
- E) Feng Shui
- F) Religion
- G) Business
- H) The Military
- I) The Arts
- J) Censorship

II) Oral & Written Grammar

- A) The Unreal WISH
- B) Noun Clauses
- C) Adjective Clauses
- D) Adverb Clauses
- E) Oral Discourse Connectors
- F) Quantifiers for (Non-)Count Nouns
- G) Verb + Gerunds
- H) Direct & Indirect Speech
- I) The Passive & Passive Causative
- J) Modals of Varying Certainty

III) Listening & Pronunciation

- A) Segmentals
 - 1) Vowel Sounds
 - a) The /U/ sound (e.g., "good", "book")
 - b) Contrasting /ae/, /a/, & /uh/
 - 2) Consonant Sounds
 - a) Voiced Sibilants: /z/, /zh/, /j/
 - b) Inter-/Labio-Dentals: /th/, /TH/, /f/, /v/
- B) Suprasegmentals
 - 1) Intonation
 - 2) Stress
 - a) Highlighting important words
 - b) Grouping words together
 - c) Suffixes & stress changes
 - d) 2-syllable words
 - e) Phrasal verb preposition stress
 - 3) Reductions
 - a) AS, HAS, & IS = [əz] (e.g., "As loose as", "Luz has gone.", "Luz is going.")
 - b) HAVE = "of" (e.g., "some have asked", "some of us")
 - 4) Linking
 - a) Vowel to Vowel Linking (e.g., "Who is it? = WhoWizIt?")
 - b) Consonant to Vowel Linking (e.g., "She likes it. "ShelikesSit."

IV) Speaking

- A) Defending opinions
- B) Making predictions
- C) Summarizing ideas
- D) Speaking in front of a group
- E) Using metaphors
- F) Conducting an interview
- G) Performing a dialog (with drama)

H) Retelling a conversation

I) Using transitions

J) Conducting a debate

V) Critical Thinking

A) Inferring meaning from context

B) Classifying information

C) Critiquing an argument

D) Interpreting graphs

E) Interpreting quotations

F) Challenging assumptions

G) Speculating on outcomes

H) Making judgments on controversial issues

I) Comparing & contrasting information

J) Developing pro and con arguments

Course Subject & Number: ESL 059
Course Name: ESL Skills Building 5

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Weekly reading assignments are those in the accompanying text (topical passages), as well as supplementary materials provided by the instructor. (Supplementary materials may include high-interest, U.S. Cultural literature, academic material, or articles from newspapers, magazines, or the Internet.)

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Weekly written assignments (e.g., a complete essay, a brief outline/notes for an oral presentation) are required at the end of each of the textbook's units. (The goal is to provide students with the opportunity to present, both in writing and orally, their ideas on the text's thematic units.) These written documents are also the material which is to be included in a final portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

n/a

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

A variety of assignments to encourage practice with listening, speaking, reading, writing, and pronunciation of the English language. For example: information gap activities in which students orally exchange information, interviewing classmates or native speakers, listening exercises from the book/cassette, language and word games, reading or listening to information and then answering questions about it or discussing it in groups.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 3

Writing Assignments: 3

Computational Assignments:

Other Assignments: 4

Course Subject & Number: ESL 059
Course Name: ESL Skills Building 5

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture, discussion, pairwork, small group activities, recitation, drills, computer assisted language learning, and language games

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

The instructor's assessment is based on the quality of completion of the following course objectives and assignments:

- 1) Students' fulfillment of Objective 1, all language skills relating to high-interest topics, is evaluated by workbook activities, oral presentations, essays, and tests.
- 2) Student's fulfillment of Objective 2, oral and written grammar, is evaluated by workbook activities, oral presentations, essays, and tests.
- 3) Student's fulfillment of Objective 3, listening and pronunciation, is evaluated by workbook activities, oral presentations, and tests.
- 4) Student's fulfillment of Objective 4, speaking, is evaluated by workbook activities, oral presentations, and tests.
- 5) Student's fulfillment of Objective 5, critical thinking, is evaluated by workbook activities, oral presentations, and tests.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1. Preiss, Sherry. (2009) Northstar Listening and Speaking 5 (3rd Ed.). White Plains: Pearson Education.
2. Richards, J. (2009). Passages 2 (2nd Ed.). New York: Cambridge University Press. Student's Book and Workbook 2.

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
JUN 08 2009
SLO-411/08
BY: *[Signature]*

SECTION I

Date _____ Initial _____
AP&P Representative: 06-04-09 [Signature]
(indicates division review and approval)
Division Dean/Director: [Signature] [Signature]

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Faculty Name: (print) John Burns [Signature] Date 10-5-09

COURSE SUBJECT & NUMBER: CA 171

COURSE TITLE: *Introduction to Networking

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
The course book and course content have been updated. Distance education proposal updated to the new form and to address accessibility requirements.*

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.*

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 171
COURSE NAME: *Introduction to Networking
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of CA 103 or CA 221 and Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This is a beginning course for the individual who would like to have a career in computer networking or for an individual who is majoring in management and needs to be able to make decisions where networks are concerned. The course will cover such topics as LANS, WANs, OSI model, protocols, physical topologies, logical topologies, network operating systems, network hardware, network troubleshooting, network maintenance, network security. This aids in the preparation for the Network+ exam. **Before enrolling**, students should be able to manage files and folders using Windows Explorer. Students should be able to start programs within the Windows operating system and be able to browse the Internet.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Identify and describe the functions of seven layers of the OSI model.
2. Identify the characteristics of TCP/IP, IPX/SPX, NETBIOS, and AppleTalk.
- *3. Install protocols on a Windows client.
4. Explain data transmission concepts including full duplexing, attenuation, and noise.
5. Describe the physical characteristics of coaxial cable, STO, UTP, and fiber optic media
6. Describe the methods of transmitting data though the atmosphere.
7. Describe the basic and hybrid LAN physical topologies, their uses, advantages, and disadvantages.
8. Compare the different types of switching used in data transmission.
9. Compare the transmission methods, or logical topologies, underlying Ethernet, Token Ring, Local Talk, and
- *10. Install and configure a network adaptor.
11. Describe the actors involved in choosing a network adaptor, hub, switch, or outer.
12. Compare the functions and purpose of repeaters, hubs, bridges, switches, and gateways.
13. Describe a variety of WAN transmission and connection methods.
- *14. Identify criteria for selecting an appropriate WAN topology, transmission method, and operating system.
- *15. Describe how a Windows, Novell, and UNIX server fits into an enterprise wide network.
- *16. Perform a simple Windows, Novell, and UNIX server installation.
17. Explain TCP/IP addressing and sub protocols.
- *18. Employ multiple TCP/IP utilities for network troubleshooting.
- *19. Follow a systematic troubleshooting process to solve networking problems.
- *20. Perform a baseline analysis to determine the state of the network.
21. Describe the procedures to ensure the integrity and availability of the network.
- *22. Identify security risks in LANs and WANs.

* Denotes SCANS competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: CA 171

COURSE NAME: *Introduction to Networking

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Completion of CA 103 or CA 221, and Eligibility for ENGL 099, READ 099, and MATH 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This is a beginning course for the individual who would like to have a career in computer networking or for an individual who is majoring in management and needs to be able to make decisions where networks are concerned. The course will cover such topics as LANs, WANs, OSI model, protocols, physical topologies, logical topologies, network operating systems, network hardware, network troubleshooting, network maintenance, network security. This aids in the preparation for the Network+ exam. **BEFORE ENROLLING**, students should be able to manage files and folders using Windows Explorer. Students should be able to start programs within the Windows operating system and be able to browse the Internet.

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Identify and describe the functions of seven layers of the OSI model.
- * 2. Configure TCP/IP addressing on system connected to a network.
- * 3. Install protocols on a Windows Linux, and NetWare server.
4. Compare the physical and bandwidth characteristics of coaxial cable, STO, UTP, and fiber optic media.
5. Compare the basic and hybrid LAN physical topologies, their uses, advantages, and disadvantages.
6. Compare the different types of switching used in data transmission.
7. Compare the transmission methods, or logical topologies, underlying Ethernet and Token Ring.
- * 8. Install and configure a network adaptor.
- * 9. Describe the factors involved in choosing a network adaptor, hub, switch, or router.
10. Compare the functions and purpose of repeaters, hubs, bridges, switches, and gateways.
11. Compare a variety of WAN transmission and connection methods.
- * 12. Perform a simple Windows, Novell, and Linux server installation.
- * 13. Employ multiple TCP/IP utilities for network troubleshooting.
- * 14 . Follow a systematic troubleshooting process to solve networking problems.

* Denotes SCANS competencies.

Course Subject & Number: CA 171

Course Name: *Introduction to Networking

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Networking Standards and the OSI Model
 - A. IEEE Standards
 - B. OSI Model
 - C. Standards Organizations
- II. Transmission Basics and Networking Media
 - A. Analog and Digital Signaling
 - B. Data Modulation
 - C. Media Characteristics
 - D. Cable Design and Management
- III. Topologies and Ethernet Standards
 - A. Physical Topologies
 - B. Network Backbones
 - C. Logical Topologies
- IV. Network Hardware
 - A. Network Interface Cards
 - B. Repeaters, Hubs, Switches, Routers, and Gateways
- V. WANs, Remote Connectivity, and Wireless Networking
 - A. WAN Topologies
 - B. Broadband Access Methods
 - C. Wireless WANS and Internet Access
- VI. Network Operating Systems
 - A. Windows Server
 - B. Linux Server
 - C. Novell NetWare
- VII. Voice, Video, and Data Convergence
 - A. Voice over IP
 - B. Analog Phones
 - C. Digital Phones
 - D. Signaling Protocols
- VIII. Network Security and Ensuring Integrity and Availability
 - A. Physical Security
 - B. Hardware Based Security
 - C. Software Security
 - D. Authentication Protocols
- IX. Troubleshooting Network Problems
 - A. Characteristics of a network that keep data safe from loss or damage
 - B. Viruses Protection
 - C. Fault-tolerance Techniques, Network Backup and Recovery Strategies
- X. In-Depth TCP/IP Networking
 - A. Subnetting, CIDR, and Address Translation
 - B. Public and private TCP/IP networks
 - C. SMTP, POP3, and IMAP4
 - D. TCP/IP Network Discovery and Troubleshooting

Course Subject & Number: CA 171
Course Name: * Introduction to Networking

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will be required to read approximately 20 pages per week from the textbook plus appropriate handouts, as well as relevant current articles and publications as determined by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will be assigned short discussion questions from textbook chapters. Students will answer assigned textbook problems and exercises every week.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will be required calculate subnets when given the number of networks and the network ID.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will be required to complete practice tests online.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 1

Computational Assignments: 1/2

Other Assignments: 2

Course Subject & Number: CA 171
Course Name: * Introduction to Networking

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures, classroom discussions, and demonstrations by the instructor.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Grades will be determined by completion of lab assignments, classroom participation, quizzes, case studies, and exams. Assignments will be evaluated based on the student's comprehension and ability to complete the task. Lab assignments will include crimping cables, setting up computers to connect on a LAN, installing network operating systems, and using TCP/IP trouble shooting utilities. (Objectives: 1 through 14)

1. The instructor will evaluate the student's ability to crimp a cable and use it to connect a computer to a network switch. The student will then configure TCP/IP and verify connectivity with other computers on the network. (Objectives: 2, 3, 8, 13, 14)
2. Students will be individually assessed on their ability to install and configure a NetWare, Linux, and Windows Server. (Objectives: 3,8,12)
3. Students will be evaluated on their ability to identify the OSI layers and determine which protocols and devices operate at particular. (Objectives: 1, 10)
4. Students will be evaluated on their ability to design a network when given the connectivity needs of a fictitious company. The project will include cabling, LAN equipment, WAN equipment, server operating systems, and backup. (Objectives: 4, 5, 6, 7, 9, 11)
5. Students will be evaluated on their ability to determine the appropriate device and connectivity for a given network scenario. (Objectives: 4, 5, 6, 7, 9)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Network+ Guide to Networks, 5th Edition

Tamara Dean, ISBN-10: 1423902459 | ISBN-13: 9781423902454 | 1024 Pages | © 2010 | Published

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 BY: *Maurer*

**ANTELOPE VALLEY COLLEGE
 ACADEMIC POLICIES & PROCEDURES
 Course Proposal Form and Content Review Form for Credit Courses**

SECTION I

	Date	Initial
AP&P Representative:	<u>10-06-09</u>	<u><i>BB</i></u>
<i>(indicates division review and approval)</i>		
Division Dean/Director:	<u>10-6-09</u>	<u><i>JLB</i></u>
Faculty Name: (print)	<u>John Burns</u>	

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

COURSE SUBJECT & NUMBER: CA 176
COURSE TITLE: *Windows Server Networking

- NEW COURSE** ***REVISED COR** (description, objectives, content, etc.) ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
 Changed name of course from Windows 2003 Networking to Windows Server Networking due to the fact that Microsoft changes the versions of their operating systems every few years. The division updates the operating systems as needed and specifying a version of software in the name of the course doesn't always reflect the version of software being taught.
 Updated Course Objectives and Course Content.
 Updated textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 ***Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.
 Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P GE Approved: _____ GE Not Approved: _____
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ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 176
COURSE NAME: *Windows 2003 Networking
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 099, READ 099, and MATH 102.
Prerequisite: Completion of CA 175

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course trains network administrators and support professionals to design, implement, optimize, monitor and troubleshoot networking services on a Windows 2003 server. Students will also learn TCP/IP networking design, subnetting, and address resolution. Topics covered will also include DHCP, DNS, WINS, RAS, IP routing and IP security. This course provides preparation for the MCSE exam #70-216. **BEFORE ENROLLING** students should know how to install Microsoft 2003, create and administer users and group accounts, set share permissions, set up network printing, and audit resources and events.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- *1. Implement, configure, and troubleshoot networking protocols.
- *2. Create a sub-netting scheme for a given TCP/IP network address.
- *3. Install and configure NWLink IPX/SPX
- *4. Install and configure DHCP server service.
- *5. Install and configure DNS server service.
- *6. Install and configure WINS.
- *7. Install and configure RRAS.
- *8. Configure static routing.
- *9. Configure demand dial-up routing.
- *10. Manage, monitor, and troubleshoot network traffic.
- *11. Configure IP security.
- *12. Install and configure NAT.
- *13. Install and configure ICS.
- *14. Install and configure Microsoft Certificate Server.

* Denotes SCANS competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/> New Course
<input type="checkbox"/> Effective Date (for articulation)
<input type="checkbox"/> COR Revision
<input type="checkbox"/> Pre Req/Advisories
<input type="checkbox"/> Other Changes
<input type="checkbox"/> SLOs

COURSE SUBJECT & NUMBER: CA 176

COURSE NAME: *Windows Server Networking

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 099, READ 099, and Math 102

Prerequisite: Completion of CA 175

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course trains network administrators and support professionals to design, implement, optimize, monitor and troubleshoot networking services on a Windows server. Students will also learn TCP/IP networking design, subnetting, and address resolution. Topics covered will also include DHCP, DNS, WINS, RAS, IP routing and IP security.

BEFORE ENROLLING students should know how to install Microsoft Windows server, create and administer user and group accounts, set share permissions, set up network printing, and audit resources. (CSU,AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

- *1. Implement, configure, and troubleshoot networking protocols.
- *2. Create a sub-netting scheme for a given TCP/IP network address.
3. Install and configure a DHCP server service.
4. Install and configure a DNS server service.
5. Install and configure WINS.
6. Install and configure RRAS.
- *7. Configure static routing.
- *8. Manage, monitor, and troubleshoot network traffic.
- *9. Configure IP security.
10. Install and configure NAT.
11. Install and configure ICS.

* Denotes SCANS competencies

Course Subject & Number: CA 176

Course Name: * Windows Server Networking

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Implementing Networking Protocols
 - A. TCP/IP address, classes, and subnet masks
 - B. Static and dynamic addresses
 - C. Creating a sub-netting scheme
 - D. Troubleshooting TCP/IP
 - E. Configure static routing
- II. DHCP
 - A. IP leasing
 - B. Configure a client for DHCP
 - C. Install DHCP
 - D. Manage, monitor, and troubleshoot DHCP
- III. Domain Name System and WINS
 - A. Install DNS and WINS
 - B. Configure DNS and WINS on the server
 - C. Configure the client for DNS and WINS
 - D. Manage, monitor, and troubleshoot DNS and WINS
- IV. Remote Access
 - A. Install RAS
 - B. Configure a remote access profile
 - C. Configure routing and remote access for DHCP integration
 - D. Manage, monitor, and troubleshoot remote access
- V. IP Security
 - A. Configure IP security
 - B. Customize IP security policies and rules
 - C. Manage and monitor IP security
- VI. NAT and Certificate Services
 - A. Install and configure ICS on Windows server
 - B. Install and configure NAT on Windows server
 - C. Monitor and manage NAT

Course Subject & Number: CA 176
Course Name: * Windows Server Networking

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. Assigned reading of 15 to 20 pages per week from the text.
2. Appropriate articles as distributed by the instructor.
3. Information as needed from the Microsoft Web site.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Write short, properly written responses to class discussions.
2. Answer assigned textbook problems and exercises.
3. Write technical documentation of Windows server and network systems.
4. Write short essays discussing case projects that require analysis of different networking environments and solutions.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will calculate TCP/IP subnets that will be applied to a multi-Windows server environment.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 2

Writing Assignments: 2

Computational Assignments: 1

Other Assignments: 0

Course Subject & Number: CA 176
Course Name: * Windows Server Networking

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures and discussions involving student participation using textbooks, current articles and publications. Group exercises and problem-solving assignments. Demonstrations by the instructor.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Grades will be determined by completion of lab assignments, short essays and written responses to class discussions, classroom participation, quizzes, case studies, a complete Windows installation, and exams. Lab assignments will be evaluated based on the student's level of completion. These lab assignments will include installing and configuring Windows server in a network. (Objectives: 1 through 11)

1. The instructor will evaluate the student's ability to configure a Windows server protocols to enable it to communicate on network. (Objectives: 1, 8)
2. Students will be individually assessed on their ability to install and configure Windows server network services. (Objectives: 3, 4, 5, 6, 7, 9, 10)
3. Students will be evaluated on their ability configure a Windows server network security services. (Objective: 11)
4. Students will be evaluated on their ability to determine and configure the IP address for a Windows network. (Objectives: 2, 8)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

70-291: *MCSE Guide to Managing a Microsoft Windows Server 2003 Network, Enhanced, 1st Edition*

Jason Eckert | M. John Schitka | Brian T. McCann

ISBN-10: 1423902904 | ISBN-13: 9781423902904 | 608 Pages | © 2006 | Published

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 13 2009
5:04-1808
BY: *M. Mearns*

SECTION I

Date _____ Initial _____

AP&P Representative: 10-12-09 *BJ*
(indicates division review and approval)

Division Dean/Director: 10-12-09 *JLD*

Faculty Name: (print) John Burns

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Date 10-12-09

COURSE SUBJECT & NUMBER: CA 182

COURSE TITLE: *Network Security

- NEW COURSE** ***REVISED COR** (description, objectives, content, etc.) ***Other Course Revisions** (title/number; units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*
Changed prerequisite of Completion of CA 171 or CA 176 to advisories. This course is "Network" Security, it would be helpful for the student to understand something about networking, but this is not required for the student to understand security concepts and fundamentals. Likewise, it would be helpful for the student to understand basic navigation of the server interface, but he will be able to complete all required assignments without this knowledge.

Updated course description, typical homework, and textbook.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes** (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an **asterisk** before the ***course title** above and on COR; check college catalog for consistency within a discipline.)
- No** (course offered for letter grade only) **Explain:**
- Special P/NP only** designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
- Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing

Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or

Advisories:

(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)

Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one

under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

1) *Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. Attach COR from requisite course(s). Make sure information is consistent with boxes checked on page 10 and the COR.*

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.*

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*

Changed prerequisite of Completion of CA 171 or CA 176 to advisories.

This course is "Network" Security, it would be helpful for the student to understand something about networking, but this is not required for the student to understand security concepts and fundamentals. Likewise, it would be helpful for the student to understand basic navigation of the server interface, but he will be able to complete all required assignments without this knowledge.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)

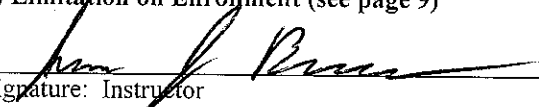
	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	Read 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENG 099	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:	MATH 102	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

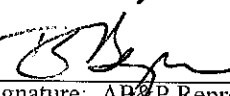
2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)

Completion of:	CA 171	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:	CA 175	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes


 Signature: Instructor _____ Date _____

 11-03-09
 Signature: AP&P Representative _____ Date _____

 11-6-09
 Signature: Dean _____ Date _____

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee _____ Date _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CA 182
COURSE NAME: *Network Security
COURSE UNITS: 3
COURSE HOURS: 4

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENG 099, READ 099, and MATH 102
 Prerequisite: Completion of CA 171 or CA 176

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course is designed to provide a comprehensive look at network security and provide students with an organized view of the field, and the tools and techniques necessary to safeguard computers and data. The course will provide preparation for the CompTIA Network + Certification exam. **BEFORE ENROLLING**, students should understand IP addressing, be familiar with the TCP/IP protocol suite, and know how to configure TCIP addressing in a Windows environment.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Determine the factors involved in a secure network strategy.
- *2. Create strong passwords and store them securely.
- *3. Explain the Kerberos authentication process.
- *4. Explain how digital certificates are created and why they are used.
- *5. Explain biometric authentication and processes and their strengths and weaknesses.
- *6. Explain how a computer virus works and what it does.
- *7. Draw a diagram of a complex, cross realm authentication system.
- *8. Analyze and develop your own personal password policy for a personal computer.
- *9. Explain denial-of-service attacks.
- *10. Identify the major components used in a denial-of-service attack.
- *11. List the major attacks used against encrypted data.
- *12. Configure Remote Access Service on a Windows Server.
- *13. Implement VPN on a Windows Server.
- *14. Compare, contrast, and determine the best use of RADIUS, TACACS, PPTP, L2TP, SSH, and IPSec.
- *15. Explain the actions that can be taken to counter the dangers posed by e-mail hoaxes and spam.
- *16. Explain the protocols related to WEB security and how to implement security on a WEB Server.
- *17. Conduct a wireless site survey.
- *18. Compare and contrast the different types of technology used to secure a network connected through a router.
- *19. Identify some of the major characteristics of intrusion detection products.
- *20. Create a disaster recovery plan.

* Denotes SCANS competencies.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: CA 182

COURSE NAME: *Network Security

COURSE UNITS: 3 **COURSE HOURS:** 4 hours weekly

COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)

Advisory: Completion of CA 171 or CA 175 and Eligibility for ENGL 099, READ 099, and Math 102

COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#). This course is designed to provide a comprehensive look at network security and provide students with an organized view of the field, and the tools and techniques necessary to safeguard computers and data. The course will provide preparation for the CompTIA Security + Certification exam. BEFORE ENROLLING: students should be familiar with IP addressing. (CSU, AVC)

COURSE OBJECTIVES: (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)

Upon completion of course, the successful student will be able to:

- *1. Determine the factors involved in a secure network strategy.
- 2. Create strong passwords and store them securely.
- *3. Explain the Kerberos authentication process.
- 4. Explain how digital certificates are created and why they are used.
- 5. Explain biometric authentication and processes and their strengths and weaknesses.
- 6. Explain how a computer virus works and what it does.
- * 7. Draw a diagram of a complex, cross realm authentication system.
- * 8. Analyze and develop your own personal password policy for a personal computer.
- 9. Explain denial-of -service attacks.
- 10. Identify the major components used in a denial-of-service attack.
- 11. List the major attacks used against encrypted data.
- 12. Configure Remote Access Service on a Windows Server.
- 13. Implement VPN on a Windows Server.
- *14. Compare, contrast, and determine the best use of RADIUS, TACACS, PPTP, L2TP, SSH, and IPsec.
- 15. Explain the actions that can be taken to counter the dangers posed by email hoaxes and spam.
- 16. Explain the protocols related to WEB security and how to implement security on a WEB Server.
- 17. Conduct a wireless site survey.
- *18. Compare and contrast the different types of technology used to secure a network connected through a router.
- 19. Identify some of the major characteristics of intrusion detection products.
- *20. Create a disaster detailed security plan.

Course Subject & Number: CA 182

Course Name: *Network Security

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Security Overview
 - A. Security Threats
 - B. Physical Security
 - C. Costs of Intrusion
 - D. Goals of Network Security
- II. Authentication
 - A. Authentication
 - B. Password Creation
 - C. Digital Certificates
- III. Attacks and Malicious Code
 - A. Virus Attacks
 - B. Denial-Of-Service Attacks
 - C. Attacks Against Encrypted Data
- IV. Remote Access
 - A. VPN Service
 - B. RAS
 - C. RADIUS, TACACS, PPTP, L2TP SSH
 - D. PPPOE, IPIP
- V. E-mail and WEB Security
 - A. Secure E-mail and Encryption
 - B. E-mail Hoaxes
 - C. SPAM
 - D. SSL and TLS
- VI. Directory and File Transfer Services
 - A. LDAP
 - B. FTP Security Issues
- VII. Wireless Services
 - A. 802.11
 - B. WAP
 - C. WEP
 - D. Wireless Site Survey
- VIII. Networking Devices
 - A. Firewalls
 - B. Routers
 - C. Switches
- IX. Intrusion Detection
 - A. Intrusion Detection Products
 - B. Network-based and Host-based IDS
 - C. Security Baselines
- X. Disaster Recovery
 - A. Data Backups
 - B. Disaster Recovery Plan
 - C. Policies and Procedures

Course Subject & Number: CA 182

Course Name: *Network Security

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. Assigned reading of 15 to 20 pages per week from the text.
2. Appropriate articles as distributed by the instructor.
3. Information as needed from security- related Web sites.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Write short, properly written responses to class discussions.
2. Answer assigned textbook problems and exercises.
3. Write short essays discussing case projects that require analysis of different networking environments and solutions.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

There will be approximately three or four assignments that will require the students to compute proper IP address and network security settings for particular network configurations.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will be required to complete a group project in which a network security solution must be determined for a fictitious company with various types of network connectivity.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 2

Writing Assignments: 1

Computational Assignments: 1

Other Assignments: 1

Course Subject & Number: CA 182
Course Name: * Network Security

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lectures and discussions involving student participation using textbooks, current articles and publications. Instructor-facilitated group exercises and problem-solving assignments. Demonstrations by the instructor.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Student's grades will be determined by their ability to demonstrate understanding of the concepts of Network Security as evidenced by their completion of textbook exercises, class participation; quizzes, case studies, and exams. Students will be required to complete a group project in which a network security solution must be determined for a fictitious company with various types of network connectivity. Students will be individually assessed as to the effectiveness of their part in the group project: oral presentation and written report. (Objectives: 1 through 20)

1. The instructor will evaluate the student's ability to analyze a given scenario and determine the type of network security that needs to be implemented. (Objectives: 1, 8, 10, 14, 17, 18)
2. Students will be individually assessed on their ability to explain the different security threats and the methods to counter them. (Objectives: 3, 4, 5, 6, 9, 11, 15, 16, 19)
3. Students will be evaluated on their ability configure network security services. (Objectives: 2, 8, 12, 13)
4. Students will be evaluated on their ability to design a security plan for a fictitious company.. (Objectives: 1, 7, 19, 20)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Security+ Guide to Network Security Fundamentals, 3rd Edition Mark Ciampa

ISBN-10: 1428340661 | ISBN-13: 9781428340664 | 640 Pages | Paperbound | © 2009 | Published

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
NOV 19 2009
BY: *M. J. Juregui*

SECTION I

Date: 11/5/09 Initial: ZD
AP&P Representative: (indicates division review and approval)
Division Dean/Director: 11-6-09 JLD
Faculty Name: (print) Ron C Chagnon & Angela Davis

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 11/5/09
11/5/09

COURSE SUBJECT & NUMBER: SOC 110

COURSE TITLE: Ethnic Relations

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:

1. Advisory of Eligibility: CLR, ENG101, Math070, SOC101
2. C.Description; Globalization
3. C.Objectives; an analysis of other societies and the impact of racism on globalization was added (points 5 & 6).
4. Content; Equal Rights Legislation will be considered under Minorities in the Political Process; Double Jeopardy (to include Gender, Disability, Religion, Sexual Orientation) will be considered under Comparative Contexts of Racism.
5. Typical Homework: The ability to read, analyze and apply table and figures.
6. Methods of Eval. Objectives are updated to address current SLO's.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Area F
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Area B

AP&P
GE Approved: _____
GE Not Approved: _____

CONTENT REVIEW FORM
For Establishing Prerequisites, Corequisites, Advisories, and Limitations on Enrollment

Course Subject & Number: SOC 110

Course Name: Ethnic Relations

SECTION I. Content Review Required for Establishing Reading, Writing, and Math Proficiencies for Entry into Course as Prerequisites, Corequisites, or Advisories:

1.

A. Textbook Reading Level 12th Grade

Explain how level was determined: The 12th grade reading level is based on the selection of a standard college textbooks, therefore a minimum 12th grade proficiency is necessary for student comprehension and timely completion of assignments.

B. READING PROFICIENCY: (skills are cumulative from course to course)

Upon entry into course, students should be able to (*check all that apply*):

Basic Proficiency (READ 095)

- Increase vocabulary—correct usage, pronunciation, and meaning
- Increase reading fluency and comprehension
- Create paragraph outlines

Mastering these skills indicates “eligibility” for READ 097 on page 10

Intermediate Proficiency (READ 097)

- Determine the main idea of a paragraph
- Identify major details that support the main idea
- Sequence the major ideas of a passage

Mastering these skills indicates “eligibility” for READ 099 on page 10

Critical Reading Proficiency (READ 099)

- Identify an author’s point of view
- Identify supporting arguments
- Apply higher level thinking skills: comparisons, contrasts, predictions, inferences, drawing conclusions

Mastering these skills indicates “eligibility” for College Level Reading (CLR) on page 10

Technical or Other Instructional Reading Materials (*please specify*):

2. **WRITING PROFICIENCY: (skills are cumulative from course to course)**

Upon entry into course, students should be able to (*check all that apply*):

Developmental Writing Proficiency (ENGL 095)

- Write grammatically correct sentences: Simple, Compound, Complex
- Correctly punctuate a sentence.
- Compose coherent paragraphs with a main idea and relevant support

Mastering these skills indicates “eligibility” for ENGL 097 on page 10

Basic Writing Proficiency (ENGL 097)

- Write logical phrases and simple sentences in response to short answer test questions
- Write clear, grammatically correct sentences, showing some structural variety
- Compose coherent paragraphs with main idea and relevant support and examples
- Compose summaries of a given text
- Compose short responses to examination essay questions displaying some analytical skills
- Compose and revise short essays, supporting a clear thesis

Mastering these skills indicates “eligibility” for ENGL 099 on page 10

Intermediate Writing Proficiency (ENGL 099)

- Compose summaries and paraphrases of a given text
- Write clear, grammatically correct sentences of some complexity
- Compose well-organized, expository essays supporting a clear thesis
- Compose well-organized, analytical essays supporting a clear thesis and based upon outside readings
- Use direct quotations in essays with MLA citations

Mastering these skills indicates "eligibility" for ENGL 101 on page 10

College Level Writing Proficiency (ENGL 101)

- Compose and revise clearly written, coherent essays (expository, analytical, and argumentative) supporting a thesis
- Compose and revised research papers displaying the ability to evaluate, synthesize, and document outside source material (MLA format).

Mastering these skills indicates "completion of" ENGL 101 on page 10

- Technical or Other Instructional Writing Materials (*please specify*):

**3. MATHEMATICAL PROFICIENCY: (skills are cumulative from course to course)
Upon entry into the course, students should be able to (*check all that apply*):**

Arithmetic (MATH 050)

- Add, subtract, divide, and multiply whole numbers, fractions, and decimals
- Find the perimeter or area of a simple plane figure (rectangle, triangle, circle)
- Solve proportions
- Compute with percent notation, including applications
- Add, subtract, divide and multiply, with positive and negative numbers

Mastering these skills indicates "eligibility" for MATH 060 (see page 10)

Prealgebra (MATH 060)

- Add, subtract, multiply, and divide real numbers
- Solve proportions contain real numbers
- Solve linear equations contain real numbers
- Apply appropriate techniques to solve application problems
- Factor a polynomial expression by using the greatest common factor (GCF)
- Construct and interpret charts, graphs, or tables to solve medium-level problems
- Translate verbal statement to statements algebraic expressions

Mastering these skills indicates "eligibility" for MATH 070 (see page 10)

Elementary Algebra (MATH 070)

- Evaluate an algebraic expression
- Solve a linear equation or inequality in one variable
- Do calculations involving exponents and radicals
- Factor polynomials
- Solve a quadratic equation
- Graph a linear equation and calculate slope and intercepts of a line
- Add, subtract, multiply and divide with algebraic fractions
- Solve a system of two linear equations
- Solve word problems related to geometry, percent, interest/money, and motion

Mastering these skills indicates "eligibility" for MATH 080 and/or MATH 102 (see page 10)

Intermediate Algebra (MATH 102)

- Graph and interpret the graphs of basic functions and equations in two variables
 - Calculate slopes from graphs, points or equations
 - Find the domain, range or inverse of a function; find the composition of two functions
 - Solve equations and inequalities in one variable, and systems of equations
 - Simplify algebraic expressions by selecting the appropriate factoring method
 - Perform basic operations on polynomials, rational expressions, radical expressions, complex numbers
-
- Analyze the properties of quadratic functions in order to graph them
 - Evaluate expressions with function or logarithmic notation
 - Use the properties of logarithms to simplify logarithmic expressions and equations
 - Graph circles and construct their equations
 - Select the appropriate methods, including choosing formulas, sketching and constructing equations in order to solve word problems

Mastering these skills indicates “eligibility” for MATH 115, 120, 125, and/or 130 (see page 10)

College Algebra (MATH 130)

- Find distance between two points and midpoint of a line segment
- Find the roots of a polynomial degree > 2
- Solve a linear system in 3 or more variables
- Solve a system of nonlinear equations
- Graph non-linear inequalities in two variables
- Use the binomial theorem
- Recognize an arithmetic or geometric sequence and find the sum
- Use sigma notation correctly
- Identify a conic section from its equation
- Row reduce a matrix
- Compute the determinant of a matrix of order greater than 2
- Find the inverse of a matrix

Trigonometry (MATH 135)

- Use the trig functions to solve a triangle
- Graph the trig functions $\sin x$, $\cos x$, and $\tan x$
- Find the amplitude, period, and phase shift of a trig function
- Use the basic trig identities (reciprocal, ratio, Pythagorean)

Mastering the skills of College Algebra and Trigonometry indicates “eligibility” for MATH 150 (see page 10)

Calculus (MATH 150)

- Compute a derivative
- Find an antiderivative
- Evaluate a definite integral

Additional computational proficiencies (*please specify*):

4. ADDITIONAL DOCUMENTATION Required for Establishing Reading, Writing, or Math

Prerequisites Across Disciplines (for example: ENGL101 for PSY101; MATH102 for NS102)

Note: Not required for advisories.

(check only one):

- Revised Course: Attach Course Validation Study (or statement of validated assessment test cut scores).
- New Course: A Course Validation Study will be conducted within two years of course approval date. If the study validates the content review, the pre or corequisites will remain in place; if the study does not, then they will automatically become advisories.

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing
Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:**
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
 Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)
Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. Attach COR from requisite course(s). Make sure information is consistent with boxes checked on page 10 and the COR.

a) PREREQUISITE: *List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.*

b) COREQUISITE: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.*

c) ADVISORY: *List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.*

Completion of SOC101; Students taking SOC101 will be better prepared to elaborate on theoretical perspectives as they relate to SOC110.

SECTION III: Limitation On Enrollment:

(This applies to only a limited category of courses. See guidelines in AP&P Standards & Practices Handbook.)

- | | |
|---|---|
| <input type="checkbox"/> Health and safety considerations | <input type="checkbox"/> *Honors courses (sections) |
| <input type="checkbox"/> Legal requirements (statutory, regulatory, or contractual) | <input type="checkbox"/> *Audition required for performance/art courses |
| <input type="checkbox"/> *Try-out for intercollegiate teams | <input type="checkbox"/> *Other (special courses/programs; e.g. PACE; Puente) |

For whichever category is checked above, provide a brief explanation:

*If this course is a requirement for any certificate or degree, list alternative course (subject and number) that does not exclude students based upon the limitation.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)

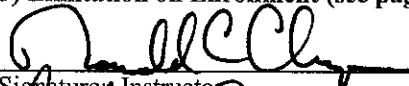

	Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	CLR	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing placement level — Eligibility for:	ENGL 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Math placement level — Eligibility for:	MATH 070	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)

Completion of:	SOC 101	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
or Concurrent Enrollment in:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9) Yes


 Signature: Instructor 11/5/09
Date

 Signature: AP&P Representative 11/5/09
Date

Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- COR Revision 11/8/2007
- COR Update
- Pre Req/Advisories
- Other Changes
- Effective Date

COURSE SUBJECT & NUMBER: SOC 110

COURSE NAME: Ethnic Relations

COURSE UNITS: 3 **COURSE HOURS:** 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 099

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description.)*

This course is a study of the social, historical, and political components of race and ethnic relations in the United States. Major ethnic, racial, and minority groups including African-American, Hispanic, Asian-Pacific Islander, Native American and Women will be examined in detail utilizing sociological theories and perspectives, as well as questions concerning techniques designed to promote peaceful and successful interaction. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Identify the major elements of the background, history and culture of selected ethnic groups in the United States.
2. Analyze the various techniques used to achieve the desired goals of race relations.
3. Propose the causes of and possible solutions to some of the significant race relations problems in United States society.
4. Evaluate the merits of a variety of goals for race relations in the United States.
5. Compare and contrast race and ethnic related problems and issues, both past and present and discuss possible future solutions and their probable effect upon society as a whole.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLO's

COURSE SUBJECT & NUMBER: SOC 110

COURSE NAME: *Ethnic Relations

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for College Level Reading, ENGL 101, and MATH 070. Completion of SOC 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*
This course is a study of the sociological, historical, and political components of race and ethnic relations in the United States and the effect that this has had in regard to globalization. Major ethnic and racial groups, including minorities within these groups, will be examined in detail utilizing sociological theories and perspectives including; African-American, Hispanic, Middle Eastern, Asian, Pacific Islander and Native American ethnic groups. Questions concerning techniques designed to promote peaceful and successful interaction will also be reviewed. (AVC, CSU, UC).

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Identify the major elements of the background, history and culture of selected ethnic groups in the United States.
2. Analyze the various techniques used to achieve the desired goals of race relations.
3. Propose the causes of and possible solutions to some of the significant race relations problems in United States society.
4. Evaluate the merits of a variety of goals for race relations in the United States.
5. Evaluate the merits of a variety of goals for race relations outside of the United States in selected countries.
6. Analyze the impact of racism on globalization.
7. Compare and contrast race and ethnic related problems and issues, both past and present and discuss possible future solutions and their probable effect upon society as a whole.

Course Subject & Number: SOC 110

Course Name: Ethnic Relations

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Race and Racism
 - A. Definition of Racism
 - B. Analysis of Racism
 - C. Internal Colonialism

- II. Racism Theories
 - A. Macro-Level Theories
 - B. Micro-Level Theories

- III. A History of Race Relations
 - A. Preindustrial Era
 - B. Early Industrial Stage
 - C. Late Industrial Stage

- IV. Politics, the Criminal Justice System, and Violence
 - A. Minorities in the Political Process
 - 1. Equal Rights Legislation
 - 2. Minorities and the Criminal Justice System
 - B. Violence Against Minorities
 - 1. Conditions that encourage violence
 - 2. Conditions that encourage institutionalized racism

- V. Work and Housing
 - A. Minorities and the Employment Process
 - B. Minorities and Housing

- VI. Education
 - A. History of Schooling Racial Minorities
 - B. Controversial Issues

- VII. Minority Families
 - A. Families and Racism
 - B. Children at Risk
 - C. Women of Color

- VIII. Mass Media
 - A. Effects of Media on Minorities
 - B. Minorities in the Media

- IX. Comparative Contexts of Racism
 - A. Double Jeopardy
 - 1. Gender
 - 2. Disability
 - 3. Religion
 - 4. Sexual Orientation
 - B. Case Studies
 - C. Challenges for the Future
 - 1. Vestiges of Colonialism
 - 2. Global Issues

- X. Combating Racism
 - A. Legal
 - B. Civil Rights

Course Subject & Number: SOC 110

Course Name: Ethnic Relations

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read 20 to 30 pages a week from the assigned text and/or comparable materials from the assigned reader and supplemental material as assigned by the instructor. Students will analyze text, tables and figures for content and application.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will complete one or more written assignments such as journal article reviews, reaction papers, compare and contrast papers, research reports, and/or book reviews. Each will require a demonstration of applied knowledge.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will demonstrate the ability to read, analyze and apply tables and figures involving basic statistics included in assigned readings for reports and tests.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students may also be asked to complete library and/or field work assignments, prepare for oral reports, and complete library tutorials.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 4.0

Writing Assignments: 2.5

Computational Assignments: 0.1

Other Assignments: 0.4

Course Subject & Number: SOC 110
Course Name: Ethnic Relations

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Focus of methods of instruction will include lecture, including Power Point that integrates multimedia works, movies/documentaries, interactive activities, directed group discussions, facilitated group work and instructor facilitated panel discussion with guest speakers.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Student evaluations will be based on the following:

The students' ability to compare and contrast sociological, historical, political, conceptual, and theoretical perspectives (in contrast with other disciplines) specifically related to U.S. ethnic and racial groups, including minorities within these groups, in contemporary U.S. society will be evaluated through written assignments, quizzes and exams containing both objective and essay questions. (Objectives 1 and 2)

The students' ability to examine the composition and characteristics of major ethnic groups, social processes, institutions, and the stratification of society through a comparing and contrasting of theoretical perspectives as it regards race relations within the U.S.; within and between subcultures, and outside of the U.S. and how these are impacted by globalization will be evaluated through written assignments, quizzes, and exams containing both objective and essay questions. (Objectives 4, 5 and 6)

The students' ability to critically evaluate, propose causes and possible solutions to significant race relation problems in U.S. society through research techniques used within the sociological discipline and their ability to explain the merits of race relations goals and knowledge of race related problems will be evaluated through written assignments, exams and oral presentations. (Objectives 3, 4 and 7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

1) ISBN: 0132438755

Schaefer, Richard T. 2008. *Racial and Ethnic Groups*, 11TH ed. Upper Saddle River, NJ: Pearson.

2) ISBN: 049550436X

Marger, Martin N. 2009. *Race and Ethnic Relations: American and Global Perspectives*, 8TH ed. Florence, KY: Wadsworth, Inc.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT 29 2009
SLO: 3-10-08
BY: Maurer

SECTION I

Date _____ Initial _____
AP&P Representative: 10/8/09 Lat
(indicates division review and approval)

Division Dean/Director: 10/10/09 kc

Faculty Name: (print) Catherine Overdorf

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 10/7/09

COURSE SUBJECT & NUMBER: CFE 109

COURSE TITLE: *Supervision and Administration of Childhood Programs I

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Added quality to Objective 6, added developmentally appropriate practices and quality to Objective 7; added topics to Overview, Administration, Roles and Responsibilities, Staffing, Planning & Scheduling Children's Activities Headings; Added heading Governance of Child Care Programs and Facilities; Marketing and Planning and Program Evaluation. Topics were reorganized under these headings. Added two methods of evaluation and identified objectives to correspond with the methods of evaluation.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: CFE 109
COURSE NAME: *Supervision and Administration of Childhood Programs I
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of any six units in CFE courses.

Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101, and eligibility for Math 070, and on- the- job experience in preschool, day care, or before-and-after school age care.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Designed for students with prior experience in infant-toddler, preschool or school-age programs, this course will teach principles and practices related to the supervision and operation of child care and educational programs for preschool and school-aged children. Topics include: Titles 5 and 22 guidelines, organizational structures, budgeting, staff relationships, staff-parent relationships, record-keeping, reporting, and maintaining relationships with community and regulatory agencies. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Compare, contrast, and discuss a variety of early childhood and school-aged programs.
2. Identify and discuss historical perspectives of child care.
3. Evaluate public and program-based policies with respect to administrative, staff, child and family needs.
4. Identify and describe managerial processes practiced in child care and education programs.
5. Identify state and local licensing regulations and health, safety, and nutrition requirements.
6. Describe and use budget principles in the development and administration of child care and education programs.
7. Apply educational philosophies and regulatory policies in the development of child care and education programs.
8. Apply child development theory in the documentation and interpretation of child observations.
9. Apply developmental evaluation scales in the observation of child care and education programs.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|---|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: CFE 109

COURSE NAME: *Supervision and Administration of Childhood Programs I

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of any six units in CFE courses.

Advisory: Eligibility for College Level Reading and ENGL 101, and Eligibility for Math 070, and on- the- job experience in preschool, day care, or before-and-after school age care.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).* Designed for students with prior experience in infant-toddler, preschool or school-age programs, this course will teach principles and practices related to the supervision and operation of child care and educational programs for preschool and school-aged children. Topics include: Titles 5 and 22 guidelines, organizational structures, budgeting, staff relationships, staff-parent relationships, record-keeping, reporting, and maintaining relationships with community and regulatory agencies. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Compare, contrast, and discuss a variety of early childhood and school-aged programs.
2. Identify and discuss historical perspectives and current trends in the care and education of young children.
3. Evaluate public and program-based policies with respect to administrative, staff, child and family needs.
4. Identify and describe managerial processes practiced in child care and education programs.
5. Identify state and local licensing regulations and health, safety, and nutrition requirements.
6. Describe and use budget principles in the development and administration of quality child care and education programs.
7. Apply educational philosophies, developmentally appropriate practices and regulatory policies in the development of quality child care and education programs.
8. Apply child development theory in the documentation and interpretation of child observations.
9. Apply developmental evaluation scales and state standards in the observation of child care and education programs.

Course Subject & Number: CFE 109

Course Name: *Supervision and Administration of Childhood Programs I

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Overview of Childhood Program

- A. Types and varieties of childhood programs
- B. Characteristics of quality childcare programs
- C. Needs assessment

II. Administration and Management

- A. Principles
- B. Record keeping
- C. Technology
- D. Special programs
- E. Community
- F. Utilizing community resources

III. Role and Responsibilities of the Director

- A. Management responsibilities
- B. Management styles
- C. Leadership skills
- D. Professional code of ethics
- E. Professional growth and development

IV. Staffing the program

- A. Organizational structure
- B. Staff needs and recruitment
- C. Interview and selection of staff
- D. Personnel qualifications
- E. Personnel policies and practices
- F. Staff morale and stability
- G. Volunteers

V. Governance of Child Care Programs

- A. Licensing requirements
- B. Title 5 and title 22
- C. Advisory boards
- D. Child development permits

VI. Facilities for Quality Child Development Programs

- A. Physical space factors
- B. Choosing and modifying facilities
- C. Choosing equipment and supplies
- D. Food services

VII. Health and Safety

- A. Policies and practices
- B. Emergency procedures
- C. Meeting special health needs

VIII. Financing and Budget

- A. Profit-non-for-profit
- B. Sponsorship
- C. Sources of income
- D. Expenses
- E. Developing and analyzing a budget

IX. Proposal Writing or Business Plan

- A. Sources of grant funding
- B. Sections of proposal
- C. Characteristics of successful proposal

X. Planning and Scheduling Children's Activities

- A. Program philosophy
- B. Review child development theories
- C. Developmentally appropriate practices
- D. Curriculum and schedules

XI. Marketing and Planning Enrollment

- A. Advertising and publicity
- B. Marketing tools

XII. Working with Families

- A. Building relationships
- B. Communication
- C. Home-school collaboration
- D. Parent handbooks

XIII. Program Evaluation

- A. Assessing children's progress
- B. Evaluation and documentation tools
- C. Assessing program effectiveness
- D. Outcomes assessment

Course Subject & Number: CFE 109

Course Name: *Supervision and Administration of Childhood Programs I

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. Students will read 20 to 25 pages in the course textbook each week.
2. Students will read hand-outs and articles as assigned by the instructor.
3. Students will read state and local licensing regulations.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Students will complete written directed observations of children and/or childhood programs.
2. Students will write responsive essays based upon class topics of discussion.
3. Students will develop and write plans for a proposed child care and education facility.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

1. Students will plan and prepare sample operational budgets for a child care and education facility.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students may be required to present oral reports, work cooperatively to plan childhood programs and activities, and visit child care and education programs/ facilities.

Students may be required to prepare and role play an interview for various staff positions in an early childhood program.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2-3 hours

Writing Assignments: 2-3 hours

Computational Assignments: 1-2 hours

Other Assignments: 2-3 hours

Course Subject & Number: CFE 109

Course Name: *Supervision and Administration of Childhood Programs I

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Demonstration

Discussion

Cooperative Learning

Audio-visual

Field Observation

Guest Speakers

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to identify, evaluate and apply child development theories, developmentally appropriate practices, and program, public and regulatory policies in the development, supervision, and administration of childhood care and education programs and facilities will be determined through instructor evaluation of written assignments, directed observations, and quizzes and exams that include both objective and essay questions. (Objectives 3,4,5,8)

Students' ability to describe the roles of early childhood administrators, identify historical trends and figures, examine and evaluate management policies and procedures will be evaluated through classroom presentations, written assignments, essay questions and/or role play activities. (Objectives 1,2,7,9)

Students' ability to apply leadership and management principles to the design of childcare programs, develop and analyze a budget, assess and evaluate children's learning and development, and assess and evaluate early childhood programs will be evaluated through the written plan for a proposed early care and education facility, budget assignments and observations of early childhood programs. (Objectives 3, 4, 5,6,9)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Nelson, "Child Care Administration" Goodheart-Wilcox, (3rd Edition), 2006 ISBN# 978-1-59070-600-8

State of California Manual of Policies and Procedure, Title 22 <http://www.ccl.d.ca.gov/PG555.htm>

State of California Education Code, Title 5 <http://www.cde.ca.gov/LS/fa/sf/title5regs>

State of California Child Development Permit Matrix <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>

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OCT 29 2009
5:10:08
BY: Maurer

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I Date Initial

AP&P Representative: 10/8/09 Lt
(indicates division review and approval)

Division Dean/Director: 10/10/09 kc

Faculty Name: (print) Catherine Overdorf

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Date 10/7/09

COURSE SUBJECT & NUMBER: CFE 110

COURSE TITLE: *Supervision and Administration of Childhood Programs II

- NEW COURSE
- *REVISED COR (description, objectives, content, etc.)
- *Other Course Revisions (title/number, units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Reworded Objectives, combined and reworded objectives 4 and 7; combined objectives 6 and 8; added topics under Childcare, Theories and management, Reorganized content under appropriate headings; added Reflective Management, Leadership and Professionalism; Advocacy; Marketing, Family and Community Relationships, Personnel Management and Organizational Management and included, reorganized and added topics under each; added two methods of evaluation and corresponding objectives.

SECTION II Course/Catalog Information

- 1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

- 2. Course Justification (check all that apply):
 AA/AS Degree
 Transfer
 Vocational Education (see page 4, section VIII)
 Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One
- CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: CFE 110
COURSE NAME: *Supervision and Administration of Childhood Programs II
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Course Prerequisite: Completion of CFE 109

Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101, and Eligibility for Math 070, and on-the-job experience in preschool, day care, or before-and-after school care.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Designed to supplement the information presented in CFE 109, this course will provide students with an in-depth study of the administration and management of child care and education programs. Topics include: business plans, personnel management, proposal and grant writing, advocacy, Title 5 and 22 regulations, updates of regulatory laws and licensing, current research in the field of child care and education, professional growth, and community involvement. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Identify and discuss issues and concerns involved in providing child care in changing societies.
2. Describe and discuss advocacy issues based upon child, family, and community needs .
3. Review child development theories and developmentally appropriate practices.
4. Review regulatory requirements in Title 5 and Title 22 .
5. Prepare a grant proposal and a business plan.
6. Discuss the role of the manager/director in child care and education programs.
7. Discuss strategies for monitoring child care and education program quality.
8. Demonstrate a variety of strategies for motivating and evaluating personnel.
9. Analyze strategies for communication with staff, families and the community regarding issues of child abuse and the special needs of children.
10. Collect comprehensive information on professional organizations, professional publications, community resources, political advocacy, and current legislation and regulations.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: CFE 110

COURSE NAME: *Supervision and Administration of Childhood Programs II

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: (Follow format of similar courses found in the college catalog.)

Prerequisite: Completion of CFE 109

Advisory: Eligibility for College Level Reading and ENGL 101, and Eligibility for Math 070, and on-the-job experience in preschool, day care, or before-and-after school-age care.

COURSE DESCRIPTION: (Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).)

Designed to supplement the information presented in CFE 109, this course will provide students with an in-depth study of the administration and management of child care and education programs. Topics include: business plans, personnel management, proposal and grant writing, advocacy, Title 5 and 22 regulations, updates of regulatory laws and licensing, current research in the field of child care and education, professional growth, and community involvement. This course provides three of the six units in supervision and administration required to direct licensed child care programs and for the Site Supervisor and Program Director levels of the Child Development Permit. (CSU, AVC)

COURSE OBJECTIVES: (Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)

Upon completion of course, the successful student will be able to

1. Identify and discuss issues and concerns involved in providing child care in changing societies.
2. Create and discuss plans for advocacy in early care and education based upon child, family, and community needs.
3. Apply child development theories and developmentally appropriate practices to the supervision and management of early care and education programs.
4. Identify resources and prepare a comprehensive grant proposal or business plan.
5. Discuss the role of the manager/director in child care and education programs and demonstrate strategies for staffing, motivating and evaluating personnel.
6. Discuss and analyze strategies for monitoring child care and education program quality including meeting regulatory requirements and quality standards
7. Analyze strategies for culturally sensitive communication with staff, families and the community regarding critical issues and trends relating to young children and childcare and education programs.
8. Collect and discuss comprehensive information on professional organizations, professional publications, community resources, political advocacy, and current legislation and regulations.

Course Subject & Number: CFE 110

Course Name: *Supervision and Administration of Childhood Programs II

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Childcare in Changing Societies**
 - A. Current and future trends
 - B. Demand for child care
 - C. Federal and state legislation
 - D. Regulations and policies
 - E. Licensing updates-Title 5 and 22
- II. Types of Child Development Programs**
- III. Theories and Management**
 - A. Child development theories
 - B. Management theories
 - C. Applying theories
 - D. Management processes
- IV. Fiscal Management**
 - A. Resources
 - B. Funding-public and private
 - C. Grant and proposal writing
 - D. Budgeting
 - E. Business play
 - F. Record keeping
 - G. Technology and finance management
 - H. Internal controls
- V. Reflective Management, Leadership and Professionalism**
 - A. Management style
 - B. Theories of leadership
 - C. Leadership styles
 - D. Personal and professional development
 - E. Professional organizations
 - F. Professional publication
 - G. Strategies for self-evaluation
 - H. Decision making
 - I. Time management
- VI. Organizational Management**
 - A. Organizational patterns
 - B. Legal responsibilities
 - C. Planning process
 - D. Advisory and policy boards
 - E. Policies, procedures and rules
- VII. Personnel Management**
 - A. Job design
 - B. Staffing
 - C. Human relations-managers role
 - D. Staff professional development
- VIII. Managing Health, Safety and Food Services**
 - A. Planning a healthy safe environment
 - B. Food programs
- IX. Facilities Management**
 - A. Managing and organizing space
 - B. Outdoor environment
 - C. Maintenance, furnishing
- X. Educational Programming**
 - A. Early learning standards
 - B. Curriculum and scheduling
 - C. Developmentally appropriate practices
- XI. Family and Community Relationships**
 - A. Family systems
 - B. Cultural responsiveness
 - C. Family partnerships
 - D. Family and community resources and partnership
 - E. Communication strategies
- XII. Principles and Procedures of Advocacy**
- XIII. Marketing and Public Relations**
- XIV. Assessment and Evaluation**
 - A. Evaluation of educational program
 - B. Evaluation of management
 - C. Outcome assessment
 - D. Standards
 - E. Accreditation

Course Subject & Number: CFE 110

Course Name: *Supervision and Administration of Childhood Programs II

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

1. Students will read 20 to 25 pages from the course textbook each week.
2. Students will read hand-outs, current events, and journal articles as assigned by the instructor.
3. Students will read state and local licensing regulations.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

1. Students will complete at least one written critique of a current early childhood administration or management article.
2. Students will complete a written assessment of at least one child care and education facility.
3. Students will write a grant proposal or business plan and program brochure for a child care and education program.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

1. Students will prepare a budget as part of the grant proposal or business plan assignment.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students may visit childhood programs in the community, attend a professional conference or workshop, interview program directors in the community, prepare a professional portfolio, prepare employee work schedules, prepare grant proposals, collect data on community resources, work cooperatively to share information and develop model program plans and present oral reports.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2-3 hours

Writing Assignments: 2-3 hours

Computational Assignments: 1-2 hours

Other Assignments: 2-3 hours

Course Subject & Number: CFE 110

Course Name: *Supervision and Administration of Childhood Programs II

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Demonstration

Discussion

Instructor-Facilitated Cooperative Learning

Audio-visual

Instructor-Directed Field Observation

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to apply recognized child development theories, practices, and regulatory policies to management issues and concerns, the development of a grant proposal, business plan, and the assessment of program quality will be determined through instructor evaluation of written assignments, plan for an early childhood center, directed observations, and quizzes and exams that include both objective and essay questions. (Objectives 3,4,5,6)

Students' ability to identify current trends, needs and advocacy issues in early care and education and elements of professionalism will be determined by instructor evaluation of a written advocacy plan, professional organization assignment, plan for early childhood center and quizzes and exams that include both essay and objective questions. (Objectives 1,2,8)

Students' ability to demonstrate appropriate communication with families and the community, implement appropriate personnel management practices and policies will be determined through instructor evaluation of a written family involvement plan, creation of an early care and education brochure, written policies, collaboration assignments and exams that include both essay and objective questions. (Objectives 5,6,7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Hildebrand, "Management of Child Development Centers" (6th Edition), Pearson 2007 ISBN 0-13-171207-1

Reno, H. "Handbook for Early Childhood Administrators: Directing with a Mission" (1st Edition), Pearson, 2008
ISBN 978-0-205-46980-2

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

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OCT 29 2009

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Mausquin

SECTION I

Date _____ Initial _____
AP&P Representative: 10/8/09 JA
(indicates division review and approval)

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

Division Dean/Director: 10/10/09 kc

Faculty Name: (print) Melanie Parker

Date 9/30/09

COURSE SUBJECT & NUMBER: CFE 115

COURSE TITLE: *Guiding Children's Behavior

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison.
Minor updates to course description, objectives, content, and methods of evaluation. Updated textbooks.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 115
COURSE NAME: *Guiding Children's Behavior
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of CFE 102

Advisory: Eligibility for College Level Reading and ENGL 101 or satisfactory completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Designed for students preparing to work in early childhood and school-age settings, this course provides an overview of positive child guidance practices, foundations for understanding children's behavior, guidelines for effective communication, and assistance in planning curriculum and environments that promote the growth of social competence. A current T.B. clearance may be required.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Describe the rights of children in a democratic society.
2. Identify typical and atypical developmental factors that influence child behavior.
3. Recognize stages in the moral development of children.
4. Discuss underlying causes of problem behavior.
5. List and describe guidelines for effective child guidance that will nurture self-esteem, competence, cooperation, and socially acceptable coping skills.
6. Plan and evaluate classroom curriculum and environments that encourage and support social competence.
7. Examine the contribution of personal biases, behaviors and beliefs to child behavior.
8. Practice positive communication strategies.
9. Contrast and compare classroom strategies that support and direct the growth of effective life skills and provide the foundation for self-regulated behavior.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: CFE 115

COURSE NAME: *Guiding Children's Behavior

COURSE UNITS: 3 **COURSE HOURS:** 3 hours

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of CFE 102.

Advisory: Eligibility for College Level Reading and ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Designed for students preparing to work in early childhood and school-age settings, this course provides an overview of positive child guidance practices, foundations for understanding children's behavior, guidelines for effective communication, and assistance in planning curriculum and environments that promote the growth of social competence. A current TB clearance may be required. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Describe the rights of children in a democratic society.
2. Identify typical and atypical developmental factors that influence child behavior.
3. Recognize stages in the moral development of children.
4. Discuss underlying causes of problem behavior.
5. List and describe guidelines for effective child guidance that will nurture self-esteem, competence, cooperation, and socially acceptable coping skills.
6. Plan and evaluate classroom curriculum and environments that encourage and support social competence.
7. Examine the contribution of personal biases, behaviors, and beliefs to child behavior.
8. Practice positive communication strategies.
9. Contrast and compare classroom strategies that support and direct the growth of effective life skills and provide the foundation for self-regulated behavior.

Course Subject & Number: CFE 115
Course Name: *Guiding Children's Behavior

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Child Rearing in a Contemporary Society

- A. The rights of children
- B. Objectives for child behavior
- C. Compare and contrast concepts of punishment, discipline, and guidance
- D. Supporting social competence

II. Guidelines for Behavioral Observation

III. The Influence of Both Typical and Atypical Development Upon Behavior

IV. Understanding Problem Behavior

- A. Functional and dysfunctional behavior
- B. Child, family, and school interactions
- C. Developmental "red flags"
- D. Moral development
- E. Inappropriate and appropriate strategies

V. Effective Guidance Strategies

VI. Planning Prosocial Environments

- A. Physical environments
- B. Schedules and routines
- C. Curriculum strategies
- D. Enhancing play
- E. Promoting self-esteem
- F. Supporting children's friendships
- G. Fostering self-discipline and self-regulation

VII. The Adult's Role

- A. Developmentally appropriate practices (DAP)
- B. Responses to aggression
- C. Supporting children in stressful situations
- D. Responding to individual needs
- E. Positive recognition and encouragement
- F. Enforcing expectations
- G. Protecting individual rights
- H. Identifying cultural biases

VIII. Positive Communication Strategies

- A. Supporting early communication skills
- B. Mutual communication strategies
- C. Nonverbal cues/body language
- D. Listening strategies
- E. Adult roles
- F. Communication with families
- G. Positive confrontation
- H. Conflict resolution

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read 25 to 30 pages from the course textbook each week.

Students will read handouts and articles as assigned by the instructor.

Students will read at least one article from a professional journal related to course topics.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will write at least two directed observations of children in an early childhood or school-age setting. (Required)

Students will write a critical evaluation of at least one behavior/discipline policy from a licensed early childhood or school-age program in the community. (Required)

Students will write critiques of current journal articles related to course topics.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students may be required to work in cooperative groups to discuss and evaluate guidance, discipline, and behavior policies and practices; present oral reports, write reflective essays based upon assigned readings, class discussions, and/or observed practices; and conduct field observations.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2

Writing Assignments: 2-3

Computational Assignments:

Other Assignments: 2-4

Course Subject & Number: CFE 115
Course Name: *Guiding Children's Behavior

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Discussion
Audio-Visual
Instructor-facilitated Field Observation
Cooperative Learning
Instructor-facilitated Role Play/Simulations

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to describe the rights of children, identify developmental factors that influence behavior, recognize stages of moral development, and discuss underlying causes of problem behavior, will be evaluated through quizzes and exams containing both objective and essay questions. (Objectives # 1 - 4)

Students' ability to describe guidelines for effective guidance, plan and evaluate classroom curriculum and environments, and examine personal biases will be evaluated through instructor evaluation of reflective essays, oral reports, cooperative learning activities, and written critiques and evaluations. (Objectives # 5 -7 and 9)

Students' ability to practice positive communication strategies and to contrast and compare classroom strategies will be determined through instructor evaluation of oral reports, reflective essays, group discussions, and child observation assignments. (Objectives #8 and 9)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Bluestein The Win-Win Classroom (1st Edition) Corwin Press 2008

Cohen, Stern, and Balaban Observing and Recording the Behavior of Young Children (5th Edition) Teacher's College Press 2008

Gartrell A Guidance Approach for the Encouraging Classroom (1st Edition) Delmar Learning 2009

Miller Positive Child Guidance (5th Edition) Delmar learning 2007

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

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OCT 29 2009

SLO-310.08

BY: M. M. M.

SECTION I

Date _____ Initial _____
AP&P Representative: 10/8/09 JA
(indicates division review and approval)

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Division Dean/Director: 10/10/09 LC

Faculty Name: (print) Katanna Orlic-Babic Date 9/30/09

COURSE SUBJECT & NUMBER: CFE 122

COURSE TITLE: *Infant/Toddler Strategies

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Minor update of course description, objectives, content, assignments, and methods of evaluation.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 122
COURSE NAME: *Infant/Toddler Strategies
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Advisory: Eligibility for College Level Reading and English 101 or satisfactory completion of English 101, and Eligibility for Math 070

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Designed for students planning to work in early childhood settings, this course focuses on the development of appropriate learning environments, resources, and curriculum strategies for use with infants and toddlers. Students will observe infants and toddlers in home and institutional settings and develop curriculum for use with children from birth to age three. A current T.B. clearance may be required. This course meets California licensing requirements for the care of infants and toddlers in center-based and family-based child care programs.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Apply knowledge of both typical and atypical development of infants/toddlers to the development of learning environments, resources, activities, and experiences.
2. Relate current knowledge of infant/toddler brain development to developmentally appropriate adult/child relationships, learning environments, curriculum experiences, and caregiving practices.
3. Identify, contrast, and compare various program models of infant/toddler caregiving and learning.
4. Discuss the criteria for assessing program quality and evaluate tools for measuring program effectiveness.
5. Observe, document, and record the behavior and learning of infants/toddlers in child care settings.
6. Identify California licensing requirements for the care of infants/toddlers in center or family-based child care settings.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: CFE 122

COURSE NAME Infant/Toddler Strategies

COURSE UNITS 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for College Level Reading and ENGL 101 and Eligibility for Math 070.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).)*

Designed for students planning to work in early childhood settings, the course focuses on the child development sequences of children ages birth through age three. It includes development of appropriate learning environments, resources, and curriculum strategies for use with infants and toddlers. Students will observe infants and toddlers at home and early childhood centers and develop curriculum for use with children from birth to age three. A current TB clearance may be required. The course meets California licensing requirements for the care and education of infants and toddlers in center-based and family-based child care programs. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

1. Apply knowledge of both typical and atypical development of infants and toddlers to the development of curriculum, learning environments, resources, activities, and experiences.
2. Relate current knowledge of infant/toddler brain development to developmentally appropriate adult/child relationships, learning environments, curriculum experiences, and caregiving practices.
3. Identify, contrast, and compare various program models of infant/toddler caregiving and learning.
4. Discuss the criteria for assessing program quality and evaluate tools for measuring program effectiveness.
5. Observe, document, and record the behavior and learning of infants/toddlers in child care settings.
6. Identify California licensing requirements for the care of infants/toddlers in center or family-based child care settings.

Course Subject & Number:

Course Name:

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. Review Infant/Toddler Developmental Milestones

- A. Physical
- B. Social
- C. Psychological/Social
- D. Intellectual

II. Principles of Caregiving

III. Brain Development – Current Research and Practice

IV. Review Developmental Theories and Philosophies

V. Infant/Toddler Observational Skills - Documenting and Recording Behavior and Learning

VI. Developmentally Appropriate Environments

- A. Environments for Group Care
- B. Home Environments

VII. Program Models

- A. Assessment of Program Quality
- B. Tools for Measuring Program Effectiveness

VIII. The Competent Child-Supporting Initiative, Creativity, Autonomy, and Self-Esteem

IX. Curriculum Strategies

- A. Definition of Curriculum
- B. Developmentally Appropriate Practices and Materials
- C. Adult vs. Child-Directed Activities
- D. Planning for Diversity and Inclusion
- E. Physical Development
- F. Cognition and Language
- G. Emotions and Social skills
- H. Routines

X. The Role of Play

- A. Toys and Props
- B. Role of Adult in Play

XI. Communicating Curriculum Strategies With Families - Revisiting and Representing Learning

XII. California Licensing Regulation

Course Subject & Number: CFE 122
Course Name: Infant/Toddler Strategies

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)
This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

- Students will read 20 to 35 pages in the required textbook each week.
- Students will read at least two articles from current early childhood research and/or professional journals.
- Additional reading assignments may include current events regarding infant/toddler research, state and county child care regulations, articles from professional journals, infant/toddler curriculum activities, and handouts provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:
The following are required written assignments:

1. Students will complete at least three directed observations of infants/toddlers in group care settings.
2. Students will complete at least two directed observations and assessments of infant/toddler facilities.
3. Students will plan and write at least five learning/activity plans for use with infants/toddlers in group care settings.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will be required to compute square footage of licensed infant/toddler facilities and appropriate number of staff based on state required ratios.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Additional assignments may include: working cooperatively in small groups or with a partner, oral reviews and reports of journal articles, essays, and written responses to classroom topics of discussion, research papers and oral presentations.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2.5

Writing Assignments: 1.5

Computational Assignments: .5

Other Assignments: 1.5

Course Subject & Number: CFE 122
Course Name: Infant/Toddler strategies

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Demonstration
Discussion
Audio-Visual
Field Observation
Cooperative Learning

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Through evaluation of students' written observations, learning plans, short essay exams, quizzes, tests, and child and program assessments, the instructor will be able to evaluate:

- Students' ability to develop and evaluate infant/toddler curriculum, learning environments, resources, activities, and experiences based on the knowledge of both typical and atypical development of infants and toddlers.
- Students' ability to assess infant/toddler development and use and administration of appropriate assessment instruments.
- Students' ability to identify, contrast, compare and evaluate various program models of infant/toddler caregiving and learning using appropriate evaluation tools for measuring program effectiveness.
- Students' ability to plan and develop age and individually appropriate learning experiences based on observations and current knowledge of infant/toddler brain development.
- Students' knowledge in licensing requirements for the care of infants/toddlers in center or family-based child care settings.

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Douville-Watson, L.; Watson, M. & Wilson, L. (2008). *Infants and Toddlers. Curriculum and Teaching*. 6th Edition. Thomson Delmar Learning.

Community Care Licensing: Title 22.

California Infant/Toddler Learning and Development Foundations. 2009

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 29 2009
5:05:00
BY: M. Marrero

SECTION I Date Initial

AP&P Representative: 10/8/09 LA
(indicates division review and approval)

Division Dean/Director: 10/01/09 KC

Faculty Name: (print) Melanie Parker Date _____

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: CFE 169

COURSE TITLE: * Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training

- NEW COURSE *REVISED COR *Other Course Revisions
(description, objectives, content, etc.) (title/number; units/LHE's; class size; etc.)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:
Minor update of course description, objectives, content, assignments, and methods of evaluation.*

SECTION II Course/Catalog Information

- 1. Pass/No Pass (P/NP) Option?** (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

- 2. Course Justification** (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: *Provide pedagogical rationale and/or discipline history; room size is not sufficient:*

4. College Mission: *Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:*

5. General Education: *Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.*

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 169

COURSE NAME: *Foster Parenting the Emotionally Disturbed Child -D Rate Pre-Service Training

COURSE UNITS: 1

COURSE HOURS: 18

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for College Level Reading and English 101 or satisfactory completion of ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course is designed for licensed foster parents and kinship caregivers who may provide care for children exhibiting severe emotional and/or behavioral disturbances. Topics will include the definition of a severe emotionally and/or behaviorally disturbed child, dynamics of the foster family, an overview of typical and atypical child development, behavior management, and information on professional intervention, special education services, community resources, and current licensing regulations. This course meets the initial training requirements for certified D Rate caregivers in Los Angeles County.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Review Schedule "D" Program objectives and philosophies, the organization and structure of the agencies with which caregivers will interface and legislation that affects foster care.
2. Identify the attitudes they hold toward children with severe emotional and behavioral needs as well as the influence of these children on the dynamics of the caregiver's family.
3. Identify personal stressors and potential means of stress remediation.
4. Describe the special needs of emotionally and/or behaviorally disturbed children.
5. Identify at least one community resource that serves children with specific severe emotional and/or behavioral disturbances.
6. Discuss the educational resources available to a child with severe emotional and/or behavioral disturbances and describe the process of an Individualized Education Program.
7. Evaluate D-rate policies and reimbursement structures and examine their personal strengths and needs as a foster parent or kinship caregiver.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: CFE 169

COURSE NAME: *Foster Parenting the Emotionally Disturbed Child-D Rate Pre-Service Training

COURSE UNITS: 1 **COURSE HOURS:** 18 hours

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for College Level Reading and ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course is designed for licensed foster parents and relative caregivers who may provide care for children exhibiting severe emotional and/or behavioral disturbances. Topics will include the definition of the severe emotionally and/or behaviorally disturbed child, dynamics of the foster family, and overview of typical and atypical child development, behavior management, and information on professional intervention, special education services, community resources, and current licensing regulations. This course meets the initial training requirements for certified D-Rate caregivers in Los Angeles County. (AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1- Review D rate Program objectives and philosophies, L.A. County foster care policies, legislation regarding foster care, and the organization and structure of the agencies with which caregivers interface.
- 2- Identify attitudes they hold toward children with severe emotional and behavioral needs as well as the influence of these children on dynamics of the caregiver's family.
- 3- Identify personal stressors and potential means of stress remediation.
- 4- Describe the special needs of emotionally and/or behaviorally disturbed children.
- 5- Identify at least one community resource that serves children with specific severe emotional and/or behavioral disturbances.
- 6- Discuss the educational resources available to a child with severe emotional and/or behavioral disturbances and describe the process of an Individualized Education Program (I.E.P.).
- 7- Evaluate D-Rate policies and reimbursement structures and examine their personal strengths and needs as a foster parent or relative caregiver.

Course Subject & Number: CFE 169

Course Name: *Foster Parenting the Emotionally Disturbed Child- *D Rate Pre-Service Training*

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Introduction to the D Rate Certification Program
 - A. Goals, policies, and requirements
 - B. Certification requirements
 - C. Schedule "D" criteria
 - D. Portrait of a D rate child
 - E. Identification of behaviors

- II. Dynamics of the Foster Family
 - A. Interactions
 - B. Family strengths and needs
 - C. Stress management
 - D. Cultural diversity
 - E. Biological parents
 - F. Child advocacy
 - G. Developing a support system

- III. Introduction to Child Development
 - A. The principles of development
 - B. The domains of development
 - C. Understanding developmental change
 - D. Age and developmentally appropriate behaviors

- IV. Observation and Documentation
 - A. Medical passports
 - B. Life books
 - C. Using spiral notebooks
 - D. Observation/documentation practice

- V. Psychotropic Medications
 - A. Medication forms
 - B. Appropriate documentation
 - C. Possible side effects

- VI. Behavior Management and Conflict Resolution
 - A. Positive parenting practices
 - B. Guiding behavior

- VII. Identifying Emotional/Behavioral Needs
 - A. Conduct disorders
 - B. Depression
 - C. Suicide
 - D. Explosive behaviors
 - E. Oppositional defiant behaviors
 - F. Attention disorders
 - G. Attachment disorders

- VIII. Special Education
 - A. Special education law
 - B. IEP process
 - C. Caregiver Responsibility
 - D. Educational Advocacy

- IX. Community Resources

- X. Professional Interventions

Course Subject & Number: CFE 169

Course Name: *Foster Parenting the Emotionally Disturbed Child- *D Rate Pre-Service Training*

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read 15 to 20 pages of required class handouts per class session.

*just asking - only handouts?
any textbooks?*

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will write responsive essays and/or design and create related interactive posters.

Students will complete a 1 page behavior management and/or education plan.

Students will create and complete a family eco-map, describing current family and community relationships. Map will be used as a basis to analyze how the addition of an emotionally disturbed child may change family and community relationships.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students may be required to read articles assigned by the instructor and prepare role plays/simulations and oral reports.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.
Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 1 hour

Computational Assignments: N/A

Other Assignments: 1 hour

Course Subject & Number: CFE 169

Course Name: *Foster Parenting the Emotionally Disturbed Child-

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Discussion

Instructor-facilitated Panel Discussion

Audio-Visual

Cooperative Learning

Instructor-facilitated Role Play/Simulations

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to review D Rate policies, reimbursement structures, and related agencies and legislation will be evaluated through a short essay quiz. (Objectives #1 and 7)

Students' ability to identify personal attitudes and stressors and to describe the special needs of emotionally and behaviorally disturbed children will be evaluated through responsive essays and/or related interactive posters. (Objectives #2, 3, and 4)

Students' ability to identify at least one community resource and to discuss both educational resources and the process of an Individualized Education Program will be evaluated through the family eco-map assignment and/or role plays/simulations and written behavior/education plans. (Objectives #5 and 6)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Mandated curriculum is provided through Los Angeles County Department of Children and Family Services and is updated each semester to reflect current policy and procedural changes.

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT 29 2009
S.D. Ste-C8
BY: M. Parker

SECTION I

Date _____ Initial _____
AP&P Representative: 10/8/09 AS
(indicates division review and approval)

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Division Dean/Director: 10/10/09 ke

Faculty Name: (print) Melanie Parker Date 9/30/09

COURSE SUBJECT & NUMBER: CFE 201

COURSE TITLE: *Child Development Practicum-Observation and Assessment

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number; units/LHE's; class size; etc)

*List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:

- Minor revisions to course description, objectives, content and methods of evaluation.
- Comprehensive listing of textbooks and resources.
- Title revision that reflects increased emphasis on observation and assessment.

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: CFE 201
COURSE NAME: *Child Development Practicum
COURSE UNITS: 3
COURSE HOURS: 6

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Course Prerequisite: Completion of CFE 105.

Limitation on Enrollment: TB Skin Test clearance within the past year. Livescan fingerprint clearance required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course emphasizes the application of child development theory to classroom practices. Students will employ a variety of child observation and documentation skills and create learning plans using emergent curriculum strategies. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet in the AVC Child Development Center four weeks before the class begins.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1-Discuss child development theory as it relates to the physical, social, emotional, and cognitive growth and education of young children.
- 2-Analyze classroom learning environments and discuss the role of the environment in children's learning.
- 3-Demonstrate and apply a variety of child observation techniques.
- 4-Inventory and assess children's learning and development.
- 5-Identify, design and describe appropriate early childhood curriculum strategies based upon observation of children's development and learning.
- 6-Assemble evidence that documents children's learning and development.
- 7-Practice the development of emergent curriculum and developmentally appropriate teaching practices in a supervised early childhood classroom setting.
- 8-Debate a variety of early childhood philosophies and prepare a personal philosophy of early childhood education.
- 9-Identify and discuss current issues and advocacy concerns regarding children birth to age 8.



ANTELOPE VALLEY COLLEGE

Academic Affairs
Course Outline of Record

Academic Affairs Only

- New Course
- Effective Date
(for articulation)
- COR Revision
- Pre Req/Advisories
- Other Changes
- SLOs

COURSE SUBJECT & NUMBER: CFE 201

COURSE NAME: *Child Development Practicum - Observation and Assessment

COURSE UNITS: 3 **COURSE HOURS:** 6 hours

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of CFE 105.

Limitation on Enrollment: TB Skin Test clearance within the past year. Current Livescan fingerprint clearance required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course focuses on observation and assessment of children as it relates to the development of curriculum, preparation of classroom environments, and facilitation of classroom practices. Application of child development theory to educational practices will be emphasized. Students will employ a variety of child observation, assessment, and documentation techniques and create learning plans using negotiated curriculum strategies. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor teacher. Students should obtain an information packet in the AVC Child Development Center four weeks before the class begins. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

- 1-Discuss child development theory as it relates to the physical, social, emotional, and cognitive growth and education of young children.
- 2-Analyze classroom learning environments and discuss the role of the environment in children's learning.
- 3-Demonstrate and apply a variety of child observation and assessment strategies.
- 4-Inventory and evaluate children's learning and development.
- 5-Identify, design, and describe appropriate early childhood curriculum strategies based upon observation and assessment of children's development and learning.
- 6-Assemble and organize evidence that documents children's learning and development.
- 7- Apply negotiated curriculum strategies and developmentally appropriate teaching practices.
- 8-Compare a variety of early childhood educational philosophies and compose a personal philosophy of early childhood education.
- 9-Apply National Association for the Education of Young Children's Code of Ethical Conduct to classroom decision-making.

Course Subject & Number: CFE 201

Course Name: *Child Development Practicum-Observation and Asses

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Plans and Policies for Practicum Placement
 - A. Work site responsibilities
 - B. Working with a mentor teacher
- II. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
- III. Review Child Development Theories
- IV. Apply Child Development Theory to Practice
 - A. Connections to curriculum
 - B. Connection to indoor and outdoor learning environments
 - C. Connections to classroom practices
- V. Developmentally Appropriate Practice
 - A. Definitions and resources
 - B. Program philosophies and models
- VI. California Preschool Learning Foundations
- VII. Desired Results Developmental Profile (DRDP-r)
- VIII. Observation, Assessment, and Recording Practices
 - A. Standardized vs Authentic Assessment
 - B. Program and environmental scales
 1. Harms Rating Scales
 2. Desired Results Developmental Profile-Revised (DRDP-r)
 - C. Anecdotal records
 - D. Developmental checklists
 - E. Photography/electronic recording methods
 - F. Running Records
 - G. Time and frequency samples
 - H. Webbing
 - I. KWL (What I know/What I want to know/What I learned) Charts
 - J. Work samples
 - K. Portfolios
 - L. Documentation Panels
- IX. Negotiated Curriculum= Children's Emerging Interests + Teacher Intentionality+ Collaboration With Families and Staff
 - A. Emergent curriculum practices
 - B. Importance of intentionality
 - C. Collaborative practices
- X. Planning and Development of Learning Plans
- XI. Communicating Children's Learning and Development
- XII. Reflective Practice
 - A. Image of the child
 - B. Teacher as researcher
 - C. Self-evaluation and reflection
 - D. Teaching and learning styles
 - E. Continuous learning
- XIII. Professional Development
 - A. California Child Development Permit
 - B. Professional organizations

Course Subject & Number: CFE 201

Course Name: Child Development Practicum-Observation and Assess

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read 25 to 30 pages in the course textbooks weekly.

Students will read current journal articles, current events, and handouts as assigned by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will write short essays and/or reflective journal entries in response to class discussion questions and writing prompts.

Students will write directed observations of early childhood programs, curriculum, and/or classroom practices.

Students will write both an autobiography and a personal philosophy of early childhood education for inclusion in a preprofessional portfolio.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

Students will average scores and complete a simple bar graph when learning to use the Harms's Environmental Rating Scale. These skills are taught and practiced in class as needed.

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will prepare and implement a learning plan in their practicum work site and prepare and present a documentation panel as evidence of children's learning and development; observe and assess classroom environments and practices, learn to use Harms rating scales and the DRDP-r to observe and assess classroom environments and children's learning, and will compile a preprofessional portfolio.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1-2 hours

Writing Assignments: 2-3 hours

Computational Assignments: minimal

Other Assignments: 4 hours field experience

Course Subject & Number: CFE 201

Course Name: Child Development Practicum-Observation and Assess

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Discussion

Cooperative Learning

Audio-Visual

Instructor-facilitated Panel Discussion

Instructor-facilitated and Directed Field Experience

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to discuss child development theory, compare educational philosophies, and apply the NAEYC Code of Ethical Conduct will be evaluated through the personal philosophy assignment and through essay questions on the midterm and final exam. (Objectives #1, 8, and 9)

Students' ability to discuss and analyze classroom environments will be evaluated through the Harms rating scale assignment. (Objective # 2)

Students' ability to demonstrate and apply child observation and assessment strategies, inventory and evaluate children's development and learning; identify, design, and describe appropriate curriculum strategies; assemble and organize evidence of children's learning and development; and to apply negotiated curriculum strategies will be evaluated through both the DRDP-r and learning plan assignments. (Objectives 3, 4, 5, 6, and 7)

Students' ability to apply negotiated curriculum strategies and developmentally appropriate teaching practices will be evaluated through instructor observation at practicum fieldwork sites. (Objective #7)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Baptiste and Reyes Understanding Ethics in Early Care and Education (3rd Edition) 2009 Pearson Education

Epstein The Intentional Teacher (1st Edition) 2007 National Association for the Education of Young Children

Harms, et al Early Childhood Environment Rating Scale, Revised Edition 2005 Teacher's College Press

(Harms rating scales in Infant/Toddler, Family Day Care, and School-Age Care Environment versions may also be used depending upon students' fieldwork placement)

Hill, et al Teaching as Inquiry (1st Edition) 2005 Pearson Education

CA Preschool Learning Foundations psfoundations@cde.ca.gov

Desired Results Developmental Profiles (DRDP-r) www.wested.org/desired_results

Child Development Permits www.childdevelopment.org

RECEIVED
 OCT 29 2009
 SLO: 5-27-08
 BY: M. Maerzga

ANTELOPE VALLEY COLLEGE
 ACADEMIC POLICIES & PROCEDURES
 Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date _____ Initial _____
 AP&P Representative: 10/8/09 LA
 (indicates division review and approval)
 Division Dean/Director: 10/10/09 KE

AP&P Approval:
 Date _____
 V.P. Academic Affairs:
 Signature _____

Faculty Name: (print) Catherine Overdorf Date 10/7/09

COURSE SUBJECT & NUMBER: CFE 202

COURSE TITLE: *Child Development Practicum-Emergent Leadership

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/pages. Attach original COR for comparison:

Added Emergent Leadership to Title; Reworded objective 4; Deleted objective 8 from previous COR; Added objective 6; Added Reflective practice, self-evaluation, teacher as researcher and collaborative practice topics under Roles and Responsibilities; Added DRDP, Authentic Assessment, Types of Observation and Assessment, CA Foundations Standards, Methods and uses of documentation, documentation panels under Observation, Documentation and Assessment; Deleted Guiding Positive Behavior; Added negotiated curriculum, intentional teaching, Cycle of Inquiry under Planning Children's Learning;

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
 Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
 GE Approved: _____
 GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: CFE 202
COURSE NAME: *Child Development Practicum
COURSE UNITS: 3
COURSE HOURS: 6

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Course Prerequisite: Completion of CFE 201

Limitation on Enrollment: TB Skin Test Clearance within the past year. Livescan fingerprint clearance required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course is designed to provide the continuing practicum student with in depth practice in the application of child development theory to classroom environments, curriculum development, educational practices, and staff, family and community relationships. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet from the AVC Child Development Center four weeks before the class begins.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable expected student outcomes. Use Bloom's taxonomy to formulate clear and concise objectives. These objectives are common to all students; they must be clearly related to course content, assignments, and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

- 1-Describe the roles and responsibilities of the early childhood educator.
- 2-Identify and describe historical trends and theories of early childhood education and evaluate their impact on the future of the field.
- 3-Apply child development theory to the design and organization of classroom environments and curriculum .
- 4-Propose and implement classroom environment and learning plans that respect and include children's diverse family, cultural and ability needs.
- 5-Apply child development theory to the assessment and evaluation of children's learning and development.
- 6-Demonstrate appropriate physical, verbal and written communication techniques for use with children, staff and families.
- 7-Organize effective adult education presentations for use with staff members and families.
- 8-Examine and evaluate appropriate behavioral expectations and guidance techniques for use in early childhood classrooms.
- 9-Plan for professional growth and development through identifying professional organizations, future trends and certification requirements for early childhood professionals.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/>	New Course
<input type="checkbox"/>	Effective Date (for articulation)
<input type="checkbox"/>	COR Revision
<input type="checkbox"/>	Pre Req/Advisories
<input type="checkbox"/>	Other Changes
<input type="checkbox"/>	SLOs

COURSE SUBJECT & NUMBER: CFE 202

COURSE NAME: *Child Development Practicum-Emergent Leadership

COURSE UNITS: 3 **COURSE HOURS:** 6 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of CFE 201

Limitation on Enrollment: TB Skin Test Clearance within the past year. Current livescan fingerprint clearance required.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).)*

This course is designed to provide the continuing practicum student with in-depth practice in the application of child development theory to classroom environments, curriculum development, educational practices, and staff, family and community relationships. Two hours per week will be spent in the college classroom; four hours per week will be spent in a supervised early childhood classroom setting, under the direction of an approved early childhood mentor/teacher. Students should obtain an information packet from the AVC Child Development Center four weeks before the class begins. (CSU, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom’s taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to

- 1-Describe the roles and responsibilities of the early childhood educator.
- 2-Identify and describe historical trends and theories of early childhood education and evaluate their impact on the future of the field.
- 3-Apply child development theory to the design and organization of classroom environments and curriculum.
- 4-Identify, propose, implement, revise and evaluate negotiated curriculum learning plans based on observation and documentation that respect and include children's diverse family, cultural and ability needs.
- 5- Assemble and organize evidence that documents children’s learning and development.
- 6- Analyze children’s learning and development based on authentic documentation and assessment.
- 7-Demonstrate appropriate physical, verbal and written communication techniques for use with children, staff and families.
- 8-Devise and implement effective adult education presentations for use with staff members and families.
- 9-Plan for professional growth and development through identifying professional organizations, advocacy strategies, future trends and certification requirements for early childhood professionals.

Course Subject & Number: CFE 202

Course Name: *Child Development Practicum-Emergent Leadership

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Plans and Policies for Practicum Placement**
 - A. Working with a mentor teacher
 - B. Reflections on programs and procedures
- II. Review Developmentally Appropriate Practice**
- III. Review NAEYC Code of Ethical Conduct**
- IV. Review Influential Child Development Theories and Theorists**
- V. Historical Educational Practices, Trends and Figures**
- VI. Current Events and Issues in the Field**
- VII. Future Trends in the Field**
- VIII. Roles and Responsibilities of the Early Childhood Educator**
 - A. Becoming a leader
 - B. Modeling positive relationships
 - C. Reflective practice and self evaluation
 - D. Teacher as researcher
 - E. Collaborative practice
- IX. Observation, Documentation and Assessment**
 - A. Assessing the children
 - B. Desired Results Developmental Profile (DRDP), authentic assessment
 - C. Types of observation and assessment
 - D. Assessing the program
 - E. California foundations standards
 - F. Methods and uses of documentation
 - G. Documentation panels
- X. Facilitating Communication with Adults and Children**
 - A. Listening skills
 - B. Communicating children's learning
 - C. Staff relationships
 - D. Working with families
- XI. Adult Education Strategies**
- XII. Planning for Childrens' Learning**
 - A. Emergent curriculum models
 - B. Negotiated curriculum
 - C. Intentional teaching
 - D. Cycle of inquiry
 - E. Routines and transitions
 - F. Incorporating program goals
 - G. Developmental tasks
 - H. Language and emergent literacy
 - I. Math and science
 - J. Fine arts
 - K. Social Studies
- XIII. Planning for Professional Growth and Development**
 - A. Professional organizations
 - B. Professional growth advisors
 - C. Child development permits
 - D. Professional certification requirements
 - E. Advocacy and leadership
 - F. Becoming a mentor
 - G. Continuous learning

Course Subject & Number: CFE 202

Course Name: *Child Development Practicum-Emergent Leadership

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

Students will read journal articles, current events and handouts as assigned by the instructor.

Students will read 25 to 30 pages each week from course textbooks.

Additional reading will include research, evaluation of assessment instruments, current events and hand-outs provided by the instructor.

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Students will write short essays and/or reflective journal entries in response to class discussion, practicum experiences, and writing prompts.

Students will develop, write and present at least one adult education workshop.

Students will write and implement at least one learning plan and compile both written and visual documentary evidence that communicates children's learning to families and staff member.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will prepare and implement a learning plan in their practicum work sites and prepare and present a documentation panel as evidence of children's learning and development; observe and assess classroom practices, apply CA Foundations Standards and the DRDP-R to observe and assess children's learning, design and present adult education learning experiences, collaborate with peers and instructors on observation, assessment and planning for appropriate learning experiences for children.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 1-2 hours

Writing Assignments: 2-3 hours

Computational Assignments: NA

Other Assignments: 3-5 hours

Course Subject & Number: CFE 202

Course Name: *Child Development Practicum-Emergent Leadership

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Lecture and Demonstration

Discussion

Cooperative Learning

Audio-visual

Field Observation

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Students' ability to describe the roles of early childhood educators, identify historical trends and figures, examine, evaluate, and discuss professional growth opportunities will be evaluated through classroom presentations, written assignments, essay questions and/or reflective journal entries. (Objectives 1,2,7,9)

Students' ability to apply child development theory to the design of classroom environments and curriculum, propose and implement negotiated curriculum, and assess and evaluate children's development and learning will be evaluated through the writing and implementation of a learning plan and systematic collection and analysis of documentation. (Objectives 3, 4, 5,6)

Students' ability to demonstrate appropriate communication techniques and implement effective adult education presentations will be evaluated through the planning, development and delivery of an adult education workshop, classroom discussion and collaboration assignments and instructor evaluation in the practicum classroom. (Objectives 7,8)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Hill, et al Teaching as Inquiry, First Ed., 2005 Pearson Education

Epstein The Intentional Teacher, First Ed. 2007 National Association for the Education of Young Children

Baptiste and Reyes Understanding Ethics in Early care and Education, Second Edition, 2009 Pearson Education

CA Preschool Learning Foundations psfoundations@cde.ca.gov

Desired Results Developmental Profile (DRDP-r) www.wested.org/desired results

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Course

RECEIVED
OCT 13 2009
SLO 3.20.8
BY: Maurquin

SECTION I

Date 10/12/09 Initial DR
AP&P Representative: _____
(indicates division review and approval)

Division Dean/Director: 10/13/09 CAF

Faculty Name: (print) A. Shaheen, R. Onofre, L. Pozo Date 10/05/09

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: SPAN 101

COURSE TITLE: *Elementary Spanish 1

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:

Class title: The number "1" was added to the title

Course Content: A detailed list of material required to be covered by the end of the semester (revised)

Method of evaluation: Five periodical tests covering one to three chapters (changed)

Suggested Texts or other Instructional Materials (updated)

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Already exists Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: SPAN 101
COURSE NAME: *Elementary Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Advisory: Eligibility for ENGL 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Introduction to understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. The basic geography and history of Spanish-speaking countries will also be covered. The course will be conducted 90 percent in Spanish.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Pronounce Spanish words reasonably accurately and apply basic phonetic rules
2. Understand simple spoken Spanish and carry out instructions given in Spanish
3. Express themselves and answer simple questions in Spanish on everyday topics such as school, weather, work, hobbies, sports, clothes, friends and culture.
4. Read and comprehend elementary Spanish texts
5. Respond in written Spanish, using vocabulary and grammar covered in the course, to questions about everyday topics
6. Demonstrate knowledge of basic geography, history and culture of Spanish speaking countries.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/> New Course
<input type="checkbox"/> Effective Date (for articulation)
<input type="checkbox"/> COR Revision
<input type="checkbox"/> Pre Req/Advisories
<input type="checkbox"/> Other Changes
<input type="checkbox"/> SLOs

COURSE SUBJECT & NUMBER: *SPAN 101

COURSE NAME: *Elementary Spanish 1

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Advisory: Eligibility for ENGL 101

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Introduction to understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. The basic geography and history of Spanish-speaking countries will also be covered. The course will be conducted 90 percent in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Pronounce Spanish words reasonably accurately and apply basic phonetic rules.
2. Comprehend simple spoken Spanish and carry out instructions given in Spanish.
3. Express themselves and answer simple questions in Spanish on everyday topics such as school, weather, work, hobbies, sports, clothes, friends and culture.
4. Read and comprehend elementary Spanish texts.
5. Respond in written Spanish, using vocabulary and grammar covered in the course, to questions about everyday topics.
6. Demonstrate knowledge of basic geography, history and culture of Spanish speaking countries.

Course Subject & Number: SPAN 101
Course Name: *Elementary Spanish 1

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

I. VOCABULARY

- A. Greetings, good-byes and introductions
- B. Cardinal numbers
- C. Interrogative words
- D. The Spanish alphabet
- E. Classroom vocabulary
- F. Colors
- G. Time and the days of the week
- H. The family
- I. Physical features and personality
- J. Sports and leisure-time activities
- K. Places
- L. The months, the seasons and weather expressions
- M. Home and furniture
- N. The human body
- O. Food and beverages and dining out

II. PRONUNCIATION

- A. The Spanish alphabet:
 - 1. Spanish sounds and letters (vowels and consonants)
 - 2. Letters ñ, initial r, silent h, /b/= /v/
 - 3. The letter combinations ch, ll, rr
 - 4. Diphthongs
- B. Question words, intonation and inflection

III. STRUCTURES

- A. Subject pronouns and the present tense of verbs
- B. The verb form hay and numbers
- C. Definite and indefinite articles and how to make nouns plural (Gender of nouns)
- D. Present Indicative (Indicative Mood) of regular, stem-changing and irregular verbs to describe actions
- E. Expressing future plans: ir + a + infinitive
- F. Locating people and objects: ser de, estar en
- G. Reflexive verbs to describe daily activities
- H. Expressing possession
 - 1. The verb tene
 - 2. The preposition de
- I. Expressing likes and dislikes: Gustar + infinitive and Gustar + noun
- J. Use preterit of regular verbs to talk about past actions
- K. Possessive adjectives and expressing possession with de(l)
- L. Agreement with descriptive adjectives
- M. Asking simple questions
 - 1. Yes or no questions
 - 2. Interrogatives: quién, qué, cuándo, cómo
- N. Uses of estar and the present progressive
- O. Reflexive pronouns and the present tense of reflexive verbs

IV. CULTURAL INFORMATION

- A. ¿Tú (informal) or usted (formal)
- B. The history, geography and cultures of Spain and Latin American countries Spanish-speaking countries
- C. The Hispanic family, and names and last names in Spanish
- D. Sports in the Hispanic world
- E. Food, art and music
- F. Housing: types of houses in Spain and Latin America
- G. Educational systems

Course Subject & Number: SPAN 101
Course Name: *Elementary Spanish 1

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. Express their opinions applying basic vocabulary and syntax learned in class.
- b. Compare and contrast diverse hispanic cultures.
- c. Examine and analyze different types of literature in order to ask and answer simple questions.

*For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.
Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.*

Reading Assignments: 2 ho

Writing Assignments: 5 hours

Computational Assignments: N/A

Other Assignments: 3 hours (aural assignments)

Course Subject & Number: SPAN 101
Course Name: * Elementary SPAN I

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Five hours per week are spent in the classroom. Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Periodical tests (covering one to three chapters) and quizzes testing oral comprehension, reading, writing and culture. (objectives 3-6)

Homework exercises and lab work will be handed in and evaluated. (objectives 2-6)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work. (objective 1 and 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate students mastery of the material covered. (objectives 1-6)

Other written and or oral assignments. (objective 1-6)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terrell et al., MacGraw-Hill, 2010, Seventh Edition

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 13 2009
SLO 3.20.08.
BY: M. J. Auregas

SECTION I

Date _____ Initial _____
AP&P Representative: 10/12/09 DR
(indicates division review and approval)

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Division Dean/Director: 10/12/09 [Signature]

Faculty Name: (print) R. Onofre, A. Shaheen, L. Pozo Date 10/05/09

COURSE SUBJECT & NUMBER: SPAN 102

COURSE TITLE: *Elementary Spanish 2

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*

Class title: The number "2" was added to the title

Course requisites: "or SPAN 101HL" was added

Course Content: A detailed list of material required to be covered by the end of the semester (revised)

Method of evaluation: Five periodical tests covering one to three chapters (changed)

Suggested Texts or other Instructional Materials (updated)

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

*Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)

No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Already exists Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

AVC/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing
Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:**
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)
Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. **Attach COR from requisite course(s).** Make sure information is consistent with boxes checked on page 10 and the COR.

a) PREREQUISITE: List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.

Completion of SPAN 101 or SPAN 101HL

b) COREQUISITE: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.

c) ADVISORY: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)

Course Subj. & No.	Prerequisite	Corequisite	Advisory
Reading placement level— Eligibility for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing placement level — Eligibility for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math placement level — Eligibility for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)

Completion of: SPAW 101	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or Concurrent Enrollment in: or 101 HL	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3) Limitation on Enrollment (see page 9)

Yes

Mona A. Chase 10-20-09
 Signature: Instructor Date

Duane Rummy _____
 Signature: AP&P Representative Date

[Signature] 10/27/09
 Signature: Dean Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

 Signature: Cochair, AP&P Committee Date



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: SPAN 102
COURSE NAME: *Elementary Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Prerequisite:
Completion of SPAN 101.

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Course continues the work of SPAN 101 on understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. A more in-depth knowledge of geography and history of Spanish-speaking countries will also be covered. The course will be conducted entirely in Spanish.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

1. Read and comprehend beginning Spanish texts and graded readers.
2. Express themselves more fluently, connecting sentences into brief narratives when speaking about familiar topics.
3. Demonstrate written mastery of basic grammatical structures by writing short essays in response to readings and discussion topics.
4. Feel at ease in an exclusively Spanish-speaking environment.
5. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

At the conclusion of SPAN 102, a student should be able to read and comprehend beginning texts and to extract relevant material from authentic Spanish texts such as newspapers, magazines, schedules of trains and other means of transportation, and common documents. Students should be able to speak and understand Spanish well enough to communicate with native speakers on familiar, everyday topics although difficulties may exist. The student should be able to write comprehensible short essays (1-2 paragraphs) on topics with which the student is familiar.



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: SPAN 102

COURSE NAME: *Elementary Spanish 2

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of SPAN 101 or SPAN 101HL

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Course continues the work of SPAN 101 on understanding, speaking, reading, and writing Spanish. Emphasis is on the vocabulary, grammar and cultural knowledge necessary to communicate in everyday situations. Course will include work in pairs and small groups so that students will be active learners. A more in-depth knowledge of geography and history of Spanish-speaking countries will also be covered. The course will be conducted entirely in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Read and comprehend beginning Spanish texts such as graded readers, and to extract relevant material from authentic Spanish texts such as newspapers, magazines, menus from restaurants, schedules of trains and other means of transportation, and other common documents.
2. Students should be able to speak and understand Spanish well enough to communicate with native speakers on familiar, everyday topics although difficulties may exist. Students should feel at ease in an exclusively Spanish-speaking environment.
3. Demonstrate written mastery of basic grammatical structures by writing short essays (1-2 paragraphs) in response to readings and discussion topics.
4. Demonstrate more in-depth knowledge of the history, geography, and culture of Spanish-speaking countries.

Course Subject & Number: SPAN 102

Course Name: *Elementary Spanish 2

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

SPAN 102 is a continuation of SPAN 101. Stress will be placed on more complex verb structures, constructing original compositions, and more grammar. Students will be introduced to elementary short stories. Elements of history and culture will be covered throughout.

In a second language course, grammar, vocabulary, and pronunciation are integrated in the lessons and oral practice. Note that different skills and topics are presented in meaningful context as a unit. It is not possible to isolate each topic.

I. VOCABULARY

- A. Personal relationships
- B. Professions, the office and work
- C. Rural and urban geography, and the conservation and exploitation of the environment
- D. Clothing and shopping
- E. Parties and celebrations
- F. The beach and the countryside and activities done there

II. PRONUNCIATION

- A. c and qu
- B. l, ll and y
- C. x
- D. Intonation changes
- E. j and g
- F. Review of accents
- G. Review of pronunciation of vowels

III. STRUCTURES

- A. Talking about actions the past
 - 1. Preterite of regular and irregular verbs
 - 2. Saying what you used to do: Imperfect of the regular and irregular verbs
 - 3. Saying what you were going to do: The Imperfect tense of ir + a + Infinitive
 - 4. Describing the past: The Imperfect and Preterite of "State" Verbs
 - 5. Narrating past experiences: The Present Perfect, Imperfect and Preterit
 - 6. Say what you have done: The Present Perfect
- B. Referring to objects and persons already mentioned: Direct and Indirect Object pronouns
- C. Using Reciprocal Reflexive verbs like llevarse bien.
- D. Expressing by, through, destination, time, purpose, price, beneficiary, etc. using por or para
- E. Describing Actions: Adverbs (-mente)

F. Using the Subjunctive Mood

1. To express reaction and opinions
2. To give Polite Commands and Negative Tú Commands

IV. CULTURAL INFORMATION

- A. Culture, geography and history of Latin-American countries
- B. El tango
- C. Chichicastenango
- D. Arzobispo Óscar Arnulfo Romero
- E. Sentimental relationships and weddings
- F. Foods and restaurants
- G. The Panama Canal
- H. The business world
- I. Ecology and Ecological Issues
- J. Regional arts and crafts

Course Subject & Number: SPAN 102
Course Name: *Elementary Spanish 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. express their opinions applying basic vocabulary and syntax learned in class.
- b. compare and contrast diverse hispanic cultures.
- c. examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 5 hours

Computational Assignments: N/A

Other Assignments: 3 hours (aural assignments)

Course Subject & Number: SPAN 102
Course Name: Elementary Spanish 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Five hours per week are spent in the classroom. Students will engage in TPR (total physical response) activities and will frequently work in pairs and small groups. Curricular material (vocabulary, grammar, culture etc.) will be introduced directly whenever possible through objects, pictures, current technology and mime. The instructor will use question/answer techniques of direct method language teaching to introduce some points of grammar. Choral repetition and some drill will be used of pronunciation practice. Aural exercises will be used to develop listening comprehension skills.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Periodical tests (covering one to three chapters) and quizzes testing aural comprehension, reading, writing and culture (Objectives 1, 3 and 4)

Homework exercises and lab work will be handed in and evaluated (Objectives 1, 3 and 4)

The instructor will evaluate the speaking ability and daily participation of each student during conversation and group activities or pair work (Objective 2)

A comprehensive department-adopted final exam testing oral and aural comprehension, reading, writing and culture will evaluate student mastery of the material covered (Objectives 1-4)

Other written or oral assignments (Objectives 1 - 4)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Plazas: Lugar de encuentro para la hispanidad, Robert Herhberger, et al., Heinle, 2008, Third Edition

Dos Mundos, Tracy D. Terrell et al., MacGraw-Hill, 2010, Seventh Edition

**ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses**

RECEIVED
OCT 13 2009
SHO 3-20-08
BY: Maurign

SECTION I

Date 10/12/09 Initial DR
AP&P Representative: _____
(indicates division review and approval)

Division Dean/Director: 10/13/09 [Signature]

Faculty Name: (print) L. Pozo, R. Onofre, A. Shaheen Date 10/05/09

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: SPAN 201

COURSE TITLE: *Intermediate Spanish 1 ✓

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's; class size; etc)

**List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:*

Class title: The number "1" was added to the title

Course requisites: "or SPAN 102HL" was added

Course objectives: Items were deleted and added to the list

Course Content: The list of materials required to be covered by the end of the semester was revised

Suggested Texts or other Instructional Materials: The list was updated

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) **Explain:**

Special P/NP only designation established by faculty rather than a letter grade. **Explain:**

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Already exists Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

AVC/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____

**SECTION II: CONTENT REVIEW AND OTHER DOCUMENTATION Required for Establishing
Other Courses Within or Across Disciplines as Prerequisites, Corequisites, or Advisories:**
(for example: HIST 101 for HIST 201; BIOL101 for NS 102; PSY 101 for SOC 204)

(check only one):

- AVC Course only (Content Review Completed; attach COR from prerequisite course.)
- Sequential Course Within the Same Discipline (Content Review Completed; attach COR from prerequisite course.)

For pre or corequisites only:

- Sequential Course Across Disciplines (Content Review Completed; attach COR from pre or co requisite course.)
Also attach course catalog descriptions from any 3 CSU/UC campuses of the same (or equivalent) course as the one under review showing that they carry the same (or equivalent) pre or corequisite. (Not necessary for advisories)

1) Each applicable section(s) must be filled out completely, based upon the content and objectives listed on the COR of the prerequisite, corequisite, or advisory course. **Attach COR from requisite course(s).** Make sure information is consistent with boxes checked on page 10 and the COR.

a) PREREQUISITE: List the course(s) subject and number, including the specific course content/objectives, knowledge, skills, or competencies from the COR(s) that are necessary for a student to succeed in this course. These are entry-level requirements.

Completion of SPAN 102 or SPAN 102 HL

b) COREQUISITE: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the parent course(s) that are necessary for a student to succeed in this course. This designation is used for courses that must be taken concurrently.

c) ADVISORY: List the course(s) subject and number, including the specific course content, knowledge, skills, or competencies from the COR(s) that students are advised, but not required, to have in order to succeed in this course. These are entry-level recommendations.

SECTION IV

1) Proficiency Recommendations:

(Note: See pages 5, 6, or 7)

Reading placement level— Eligibility for:

Course Subj. & No.

Prerequisite

Corequisite

Advisory

Writing placement level — Eligibility for:

Math placement level — Eligibility for:

2) Other Course Recommendations:

(Note: See Section II a, b, or c on page 8.)

Completion of: SPAW 102

or Concurrent Enrollment in: or 102 HL

3) Limitation on Enrollment (see page 9)

Yes

Anna C. Grop
Signature: Instructor

10-20-09
Date

Diane Buning
Signature: AP&P Representative

Date

[Signature]
Signature: Dean

10/27/09
Date

Do not write below this line

AP&P Approval

Course Prerequisites: _____

Course Corequisites: _____

Course Advisories: _____

Limitations on Enrollment: _____

Signature: Cochair, AP&P Committee

Date



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: SPAN 201
COURSE NAME: *Intermediate Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Prerequisite:

Completion of SPAN 102

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

This course will develop students' reading, writing, listening, and speaking ability. A variety of texts, including contemporary short stories, will be read and discussed. Several contemporary issues will be covered in-depth. Students will also see videos, sing songs and hear short lectures. Class work includes reading aloud, working in groups or pairs, and review of grammar and practice exercises. The major historical periods, events, cultures, and political figures of Spanish-speaking countries will be introduced. The course is conducted entirely in Spanish.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

At the end of the course, students will be able to:

1. Discuss and analyze authentic intermediate literary and non-literary texts
2. Apply vocabulary, grammar and pronunciation learned in order to read aloud and speak Spanish with little accent (L1)
3. Demonstrate familiarity with contemporary Spanish customs and culture
4. Identify major historical figures and events
5. Employ new, less frequently used grammatical structures, such as the extended adjective modifiers, passive voice and subjunctive
6. Write short essays on topics from readings, using grammatical structures and vocabulary learned in Spanish 101 and Spanish 102
7. Demonstrate knowledge and employ additional 500–750 words of active/passive vocabulary



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

- | |
|--|
| <input type="checkbox"/> New Course |
| <input type="checkbox"/> Effective Date
(for articulation) |
| <input type="checkbox"/> COR Revision |
| <input type="checkbox"/> Pre Req/Advisories |
| <input type="checkbox"/> Other Changes |
| <input type="checkbox"/> SLOs |

COURSE SUBJECT & NUMBER: SPAN 201

COURSE NAME: *Intermediate Spanish I

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of SPAN 102 or SPAN 102HI

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

This course will develop students' reading, writing, listening, and speaking ability. A variety of texts, including contemporary short stories will be read and discussed. Several contemporary issues will be covered in-depth. Students will also see videos, sing songs and hear short lectures. Class work includes reading aloud, working in groups or pairs, and review of grammar and practice exercises. The major historical periods, events, cultures, and political figures of Spanish-speaking countries will be introduced. The course is conducted entirely in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Discuss and analyze authentic intermediate literary and non-literary texts.
2. Apply vocabulary, grammar and pronunciation learned in order to read aloud and speak Spanish with little accent.
3. Demonstrate knowledge grammatical structures studied in Spanish 101 and 102, and reviewed and applied in this course such as the present, preterit and imperfect tenses, and the direct and indirect object pronouns.
4. Compare and employ the uses of prepositions such as por and para.
5. Employ more complex grammatical structures such as the present subjunctive forms, and the use of the subjunctive in dependent clauses.
6. Demonstrate knowledge and employ an additional 500–750 words of active/passive vocabulary.
7. Write short essays on topics from readings, using grammatical structures and vocabulary learned in Spanish 101 and Spanish 102.
8. Identify major historical figures and events.
9. Demonstrate familiarity with contemporary Spanish customs and culture.

Course Subject & Number: SPAN 201

Course Name: *Intermediate Spanish 1

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

More complex sentence structures, vocabulary and readings will be studied in this course.

I. Grammatical structures such as:

- A. Sentence types (declarative, interrogative and , exclamatory)
- B. Conjugation of verbs in the indicative (present, present progressive, preterit and imperfect.)
- D. Verbs with conjugation structures different from English (haber, gustar, encantar, faltar, etc.)
- E. Subject, reflexive, direct and indirect object, and double object pronouns

II. Intermediate level literature written by Hispanic authors such as:

- A. "Versos Sencillos" by José Martí (Cuba)
- B. "Cuando Era Puertorriqueña" by Esmeralda Santiago (Puerto Rico)
- C. "El Quijote de la Mancha" by Miguel de Cervantes Saavedra (Spain)
- D. "Tiempo Libre" by Guillermo Samperio (Mexico)

III. The study of literary genre and styles such as:

- A. Poetry
- B. Short story
- D. Biography and autobiography
- E. Fiction and non-fiction

IV. Hispanic artists, singers, actors, and historical figures and Community leaders such as:

- A. Artist: Salvador Dali, Pablo Picasso, Diego Rivera, Frida Khalo, José Clemente Orozco.
- B. Singers and Musicians: Plácido Domingo, José Carreras, Celia Cruz, Gloria Estefan, José Luis Guerra, Carlos Santana, Tito Puente, Ricardo Arjona.
- C. Actors: Edward James Olmos, Raúl Julia, Andy García
- D. Historical figures: Benito Juárez, Rafael Leonidas Trujillo, Fidel Castro
- F. Community leaders: César Chávez, Dolores Huertas, Rigoberta Menchú

V. Other topics related to the Hispanic culture such as:

- A. Theater, movies and television
- B. Family life and holidays
- C. Hispanic culture and contemporary social issues

VI. New vocabulary, idiomatic expressions, language functions and tips offered in each chapter needed to participate during class and small group discussion such as:

- A. Talking about daily activities
- B. Expressing likes and dislikes
- C. Talking about habitual and completed actions in the past
- D. Avoiding repetition of words
- E. Describing and comparing people, places and things

Course Subject & Number: SPAN 201
Course Name: *Intermediate Spanish 1

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.

On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.

At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. express their opinions applying basic vocabulary and syntax learned in class.
- b. compare and contrast diverse hispanic cultures.
- c. examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 5 hours

Computational Assignments: N/A

Other Assignments: 3 hours (aural assignments)

Course Subject & Number: SPAN 201
Course Name: *Intermediate Spanish I

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Material will be presented through readings, lecture, slides, tapes and overhead projector. Students will also make oral presentations. Work with tapes will focus on oral comprehension. The class will be conducted entirely in Spanish.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

2-3 per semester	Periodic tests on reading, writing and listening skills (Objectives 1, 3, 4, 5, 6, 7, 8 and 9)
Weekly	Regular vocabulary tests (Objective 6)
Daily	Written and reading assignments (Objectives 1, 3, 4, 5, 6, 7, 8 and 9)
Weekly	Laboratory assignments (Objectives 3, 4, 5, 6, 7, 8 and 9)
1 per semester	Oral presentation (Objectives 1- 9)
1 per semester	Final written examination testing reading, writing and aural comprehension, and a brief interview testing speaking ability (Objectives 1-9)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Mundo 21, Fabian Samaniego et al, Houghton Mifflin 2004, Third edition

Conversación y Repaso and/or Civilización y Cultura, Lynn Sandstedt et al., Thomson & Heinle, 2004., Eight Edition

El Cuento Hispánico: A graded literary anthology, Edward J. Mullen and John F. Garganigo, MacGraw-Hill, 2004, Sixth Edition

Intermediate tests
are not revised as
often as the
elementary ones.
We are waiting
for the publishers to
send us copies.

RECEIVED
OCT 13 2009
SLO 3 2008
BY: Mauregui

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

SECTION I

Date: 10/12/09 Initial: DR
AP&P Representative: (indicates division review and approval)

Date: 10/13/09 Initial: [Signature]

Faculty Name: (print) L. Pozo, R. Onofre, A. Shaheen Date: 10/05/09

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: SPAN 202

COURSE TITLE: *Intermediate Spanish 2

- NEW COURSE
- *REVISED COR (description, objectives, content, etc.)
- *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:

Class title: The number "2" was added to the title
Course objectives: Items were deleted and added to the list
Course Content: The list of materials required to be covered by the end of the semester was revised
Suggested Texts or other Instructional Materials: The list was updated

SECTION II Course/Catalog Information

- 1. Pass/No Pass (P/NP) Option? (check only one)
 *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

- 2. Course Justification (check all that apply):
 AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.
Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
- IGETC - Please state which area: Select One
- CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE
Academic Affairs Office
Course Outline of Record

COURSE SUBJECT & NUMBER: SPAN 202
COURSE NAME: *Intermediate Spanish
COURSE UNITS: 5
COURSE HOURS: 5

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Prerequisite:

Completion of SPAN 201

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Course continues to develop students' ability to read, write, speak, and comprehend Spanish. Students will read and discuss intermediate literary and non-literary texts. Grammar will be reviewed as necessary through brief lectures and exercises. Major twentieth century Spanish authors will be introduced through readings and discussion. Cultural and social issues will be discussed. The course will be conducted entirely in Spanish.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

At the end of the course, students will be able to:

1. Discuss and analyze authentic intermediate literary and non-literary texts
2. Identify major authors of Spanish-speaking countries
3. Write essays that demonstrate critical thinking based on themes from course readings and discussion and that employ grammar and vocabulary correctly and effectively
4. Analyze literary works, focusing on short stories and poems, using critical terminology to discuss authors' use of character, setting, description, and imagery
5. Apply vocabulary, grammar and pronunciation learned in order to read aloud, make 5-10 minute presentations, and speak Spanish with little accent (L1)
6. Demonstrate familiarity with contemporary culture and customs peculiar to Spanish-speaking countries as they are encountered in readings and research
7. Demonstrate knowledge and employ 500-700 words of active/passive vocabulary



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/> New Course
<input type="checkbox"/> Effective Date (for articulation)
<input type="checkbox"/> COR Revision
<input type="checkbox"/> Pre Req/Advisories
<input type="checkbox"/> Other Changes
<input type="checkbox"/> SLOs

COURSE SUBJECT & NUMBER: SPAN 202

COURSE NAME: *Intermediate Spanish 2

COURSE UNITS: 5 **COURSE HOURS:** 5 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: Completion of SPAN 201

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience—transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Course continues to develop students' ability to read, write, speak, and comprehend Spanish. Students will read and discuss intermediate literary and non-literary texts. Grammar will be reviewed as necessary through brief lectures and exercises. Major twentieth century Spanish authors will be introduced through readings and discussion. Cultural and social issues will be discussed. The course will be conducted entirely in Spanish. (CSU, UC, AVC)

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Discuss and analyze authentic intermediate literary and non-literary texts.
2. Identify major authors of Spanish-speaking countries.
3. Demonstrate critical thinking based on themes from course readings and discussion and that employ grammar and vocabulary correctly and effectively in essays.
4. Analyze literary works, focusing on short stories and poems, using critical terminology to discuss authors' use of character, setting, description, and imagery.
5. Apply vocabulary, grammar and pronunciation learned in order to read aloud, make 5-10 minute presentations, and speak Spanish with little accent.
6. Demonstrate familiarity with contemporary culture and customs peculiar to Spanish-speaking countries as they are encountered in readings and research.
7. Employ new, less frequently used grammatical structures such as the use of the subjunctive in noun, adjectival and adverbial clauses, the passive voice, the sequence of tenses.
8. Demonstrate knowledge and employ 500–700 words of active/passive vocabulary.

Course Subject & Number:
Course Name:

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. Grammatical structures such as:
 - A. The uses of the infinitive as a verb and as a noun
 - B. The use of reflexive verbs and meaning of pronominal verbs:
 - 1. Reflexive
 - 2. Reciprocal (plural conjugation of the verbs only)
 - 3. Accidental or unplanned actions
 - 4. Point of departure
 - 5. Make a transitive verb intransitive (action just "happens" without an agent)
 - 6. Impersonal construction
 - 7. Intensify a verb
 - C. The uses of se
 - D. Verbs of being (hacer, hallarse, quedar, resultar, tener, ser, etc.)
 - E. The future and conditional of regular and irregular verbs and its usage.
 - F. The imperfect subjunctive
 - G. "If" clauses
 - H. Auxiliary verbs and progressive and perfect tenses (indicative and subjunctive)
 - I. Voice: active vs. passive
 - J. Negative transformations (nada, nadie, ni, nunca, jamás, etc.)
 - K. Relative clauses
 - L. Register (formal vs. casual)
 - M. Por vs. Para
- II. Intermediate level literature written by Hispanic authors such as:
 - A. "A Margarita Debayle" by Rubén Darío (Nicaragua)
 - B. "Me llamo Rigoberta Menchú y así me nació la conciencia" by Rigoberta Menchú Tum (Guatemala)
 - C. "Un día de estos" by Gabriel García Márquez (Colombia)
 - D. "Balada de los dos abuelos" by Nicolás Guillén (Cuba)
 - E. "La raza cósmica" by José Vasconcelos (México)
- III. Intermediate level literature written by Hispanic authors such as:
 - A. "A Margarita Debayle" by Rubén Darío (Nicaragua)
 - B. "Me llamo Rigoberta Menchú y así me nació la conciencia" by Rigoberta Menchú Tum (Guatemala)
 - C. "Un día de estos" by Gabriel García Márquez (Colombia)
 - D. "Balada de los dos abuelos" by Nicolás Guillén (Cuba)
 - E. "La raza cósmica" by José Vasconcelos (México)
- III. The study of genre and styles such as:
 - A. Lenguaje africano y ritmo (La Negrista = Negritude in French)
 - B. The essay
 - C. The organization of a short story
 - D. The tone of literary selection already read : ceremonioso, cómico, íntimo o personal, misterioso, moralizante, nostálgico, persuasivo, satírico and serio
 - E. Poetry : metaphors and símiles
- IV. Topics related to the Hispanic culture such as:
 - A. Other Fine Arts and the artists: theater, dance, sculpture, painting (Frida Khalo, Fernando Botero, and Francisco Goya y Lucientes)
 - B. Cooking and foods: Mexican cooking (using chocolate, chiles and avocados), how tamales are prepared in different Latin American countries, Spanish paella
 - C. Traditions and holidays: El Día de los Muertos vs. Halloween
 - D. Health issues: Stress in the modern Hispanic world
 - E. Hispanic communities in the U.S.

- V. New vocabulary, idiomatic expressions, language functions and tips offered in each chapter needed to participate during class and small group discussion such as:
- A. Talking about daily activities using more complex syntax and vocabulary
 - B. Talking about truths and future possibilities
 - C. Expressing future actions
 - D. Conversing about hypothetical circumstances
 - E. Proposing what would occur under certain conditions

Course Subject & Number: SPAN 202
Course Name: *Intermediate Spanish 2

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.
On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.
At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. Express their opinions applying basic vocabulary and syntax learned in class.
- b. Compare and contrast diverse hispanic cultures.
- c. Examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class.

Homework formula: 3 hours of class work *times* each unit of credit *minus* classroom hours *equals* required homework hours.

Reading Assignments: 3

Writing Assignments: 5 hours

Computational Assignments: N/A

Other Assignments: 2 hours (aural assignments)

Course Subject & Number: SPAN 202
Course Name: *Intermediate Spanish 2

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Material will be presented through readings, lecture, slides, tapes and use of multi media equipment. Students will also make oral presentations. Work with audio tapes or CDs will focus on oral comprehension. The class will be conducted entirely in Spanish.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

2-3 per semester	Periodic tests on reading, writing and listening skills. (objectives 1-8)
Bi-weekly	Regular vocabulary tests (objective 7)
Daily	Written and reading assignments. (objectives 1-8)
Bi-weekly	Laboratory assignments. (objectives 3-8)
1 per semester	Oral presentation. (objectives 1-8)
1 per semester	Final written examination testing reading, writing and aural comprehension, and a brief interview testing speaking ability. (objectives 1-8)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Mundo 21, Fabian Samaniego et al, Houghton Mifflin 2004, Third edition

Conversación y Repaso and/or Civilización y Cultura, Lynn Sandstedt et al., Thomson & Heinle, 2004., Eight Edition

El Cuento Hispánico: A graded literary anthology, Edward J. Mullen and John F. Garganigo, MacGraw-Hill, 2004, Sixth Edition

ANTELOPE VALLEY COLLEGE
ACADEMIC POLICIES & PROCEDURES
Course Proposal Form and Content Review Form for Credit Courses

RECEIVED
OCT 19 2009
20.3.20.08
BY: Maura

SECTION I

AP&P Representative: 10/12/09 DR
(indicates division review and approval)

Division Dean/Director: 10/13/09 [Signature]

Faculty Name: (print) R. Onofre, L. Pozo, A. Shaheen Date 10/05/09

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

COURSE SUBJECT & NUMBER: SPAN 203

COURSE TITLE: *Advanced Spanish

- NEW COURSE *REVISED COR (description, objectives, content, etc.) *Other Course Revisions (title/number, units/LHE's, class size, etc)

*List all changes made to a revised course and fill out applicable sections/ pages. Attach original COR for comparison:

Course Content: 4. Myths and Legends (added to the list under A. Fiction)

Suggested Texts or other Instructional Materials (updated)

SECTION II Course/Catalog Information

1. Pass/No Pass (P/NP) Option? (check only one)

- *Yes (Title 5 allows a student to request a P/NP designation rather than a letter grade. Place an asterisk before the *course title above and on COR; check college catalog for consistency within a discipline.)
 No (course offered for letter grade only) Explain:

Special P/NP only designation established by faculty rather than a letter grade. Explain:

2. Course Justification (check all that apply):

- AA/AS Degree Vocational Education (see page 4, section VIII)
 Transfer Already exists Non-degree Applicable (not transferable)

3. Maximum Class Size: Provide pedagogical rationale and/or discipline history; room size is not sufficient:

4. College Mission: Use the college mission in the catalog to explain how course fits students' needs, interests, or objectives:

5. General Education: Check below only if the course should be considered as a GE-applicable course.

Note: Criteria for applicability is very stringent; consult AVC Catalog and Articulation Officer for assistance.

- AVC/GE - Please state which area: Select One
 IGETC - Please state which area: Select One
 CSU/GE - Please state which area: Select One

AP&P
GE Approved: _____
GE Not Approved: _____



ANTELOPE VALLEY COLLEGE

**Academic Affairs Office
Course Outline of Record**

COURSE SUBJECT & NUMBER: SPAN 203
COURSE NAME: *Advanced Spanish
COURSE UNITS: 3
COURSE HOURS: 3

COURSE REQUISITES: *(Follow format of similar courses in the college catalog.)*

Prerequisite:

Completion of SPAN 202

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description).*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines and essays on topics of current interest. Course includes advanced vocabulary building, essay writing and critical analysis of literary and non-literary texts. The course will be conducted entirely in Spanish.

COURSE OBJECTIVES: *(Should be stated as performance-based, measurable, expected student outcomes. Use Bloom's taxonomy to help you formulate clear and concise objectives. These objectives are common to all students and should be clearly related to course content and methods of evaluation.)*

Upon completion of course, the successful student will be able to:

At the end of the course, students will be able to:

1. Discuss and analyze a variety of advanced level Spanish texts, having gained 500 words new vocabulary
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentations in Spanish on a topic requiring research with correct pronunciation and intonation
3. Prepare and organize, in Spanish, essays that are clearly focused on a central idea and that demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors
4. Demonstrate critical thinking in discussing texts and in writing essays
5. Demonstrate understanding and knowledge of major Spanish authors and their works



ANTELOPE VALLEY COLLEGE
Academic Affairs
Course Outline of Record

Academic Affairs Only

<input type="checkbox"/> New Course
<input type="checkbox"/> Effective Date (for articulation)
<input type="checkbox"/> COR Revision
<input type="checkbox"/> Pre Req/Advisories
<input type="checkbox"/> Other Changes
<input type="checkbox"/> SLOs

COURSE SUBJECT & NUMBER: SPAN 203

COURSE NAME: *Advanced Spanish

COURSE UNITS: 3 **COURSE HOURS:** 3 hours weekly

COURSE REQUISITES: *(Follow format of similar courses found in the college catalog.)*

Prerequisite: SPAN 202

COURSE DESCRIPTION: *(Write a short paragraph providing an overview of topics covered. Be sure to identify target audience--transfer, major, GE, degree/certificate, etc. If repeatable, state the number of times at end of description as (R#).*

Reading and discussion of literary texts. Students will also read contemporary non-literary texts, such as newspapers, magazines and essays on topics of current interest. Course includes advanced vocabulary building, essay writing and critical analysis of literary and non-literary texts. The course will be conducted entirely in Spanish.

COURSE OBJECTIVES: *(Title 5 requires that courses show evidence of critical thinking skills. Use Bloom's taxonomy to formulate concise, performance-based measurable objectives common to all students. Objectives must be closely aligned with course content, assignments, and methods of evaluation)*

Upon completion of course, the successful student will be able to:

1. Discuss and analyze a variety of advanced level Spanish texts, having gained 500 words new vocabulary.
2. Apply knowledge acquired to read aloud, converse with other students and the instructor, and make 10-15 minute oral presentations in Spanish on a topic requiring research with correct pronunciation and intonation.
3. Prepare and organize, in Spanish, essays that are clearly focused on a central idea and that demonstrate critical analysis of texts in support of that thesis. Essays will have few mechanical errors.
4. Demonstrate critical thinking in discussing texts and in writing essays.
5. Demonstrate understanding and knowledge of major Spanish authors and their works.

Course Subject & Number: SPAN 203
Course Name: *Advanced Spanish

COURSE CONTENT: *(Enter course content in terms of specific topics or a specific body of knowledge that each instructor must cover. Put topics in outline form with major and minor headings. Each instructor must cover all material listed below.)*

- I. More complex grammatical structures, vocabulary and idiomatic expressions needed to be able to read, analyze and discuss assigned readings.

- II. High intermediate level literature written by major Spanish-American and Peninsular authors such as:
 - A. "Un día de estos" by Gabriel García Márquez (Colombia)
 - B. "Poema 20" by Pablo Neruda (Chile)
 - C. "Es que somos muy pobres" by Juan Rulfo (Mexico)
 - D. "Casa tomada" by Julio Cortázar (Argentina)
 - E. "Ángeles de la ciudad" from Fuerte es el silencio by Elena Poniatowska (Mexico)
 - F. "Mr. Taylor" by Augusto Monterroso (Honduras)
 - G. "La muñeca menor" from Papeles de Pandora by Rosario Ferré (Puerto Rico/New York)
 - H. "Los dos reyes y los dos laberintos" by Jose Luís Borges (Argentina)
 - I. "El buen ejemplo" by Vicente Riva Palacio (Mexico)
 - J. "Jaque Mate en dos jugadas" by (Argentina)
 - K. "El ángel caído" by Amado Nervo (Mexico)
 - L. "Nosotras" from La Rreja by María Elena Llana (Cuba)
 - M. "Los Pajaritos de los domingos" from El sonido Blanco by María de Montserrat (Cuba)
 - N. "El hombre que robó a Borges" by Rubén Loza Aguerreberre (Uruguay)
 - O. "El árbol de oro" from Historias de Artámila by Ana María Matute (Spain)
 - P. "La droga" from Aquí pasan cosas raras by Luisa Valenzuela (Argentina)

- III. Genres, styles, literary devices and structural features of Spanish and Spanish-American literature such as:
 - A. Fiction:
 1. Historical fiction – Historical novel
 2. Realistic fiction
 3. Tales of imagination and fantasy
 4. Myths and Legends
 - B. Nonfiction
 - C. Prose and Poetry
 - D. The detective story and other short-stories
 - E. Satire, whimsy and the use of humor
 - F. Common literary devices
 1. imagery
 2. metaphor
 3. symbolism
 - G. The theme: meaning or moral
 - H. The main problem or conflict of a plot and how it is resolved
 - I. Levels of reality: the conscious, or "real" world, and the subconscious, or dream world
 - J. The modernist and the ultraísta movement in literature
 - K. "Magical realism"

- IV. Sociopolitical, historical and cultural information related to the assigned readings such as:
 - A. The Spanish Civil War and life in post-Civil War Spain
 - B. The role of the Catholic Church
 - C. The effect of technology on modern humanity
 - D. The meeting of the indigenous American and Western European cultures
 - E. The point of view of those of Hispanic heritage who grew up in the United States and are bilingual
 - F. The tragic lives of simple people in the countryside: peasants, villagers, miners, wanderers, gypsies, village doctors, teachers, and state owners
 - G. The struggle of humankind against nature
 - H. The question of what role intellectuals ought to play in the political process

Course Subject & Number: 203
Course Name: *Advanced Spanish

TYPICAL HOMEWORK ASSIGNMENTS: (Do not include in-class work, quizzes, or tests)

This information is necessary for all credit courses. Assignments should be closely related to course objectives, content, and methods of evaluation. (See sample of a "Model Outline" in the AP&P Standards & Practices Handbook.) Include a range of assignments (minimum of three) from which faculty may choose when designing their syllabus.

1. Describe nature and frequency of typical reading assignments if applicable; note if any are required:

This course requires that each student reads all the grammatical explanations before coming to class (daily). Other specific reading assignments will be given from the textbook and hand-outs provided by the instructor (weekly).

2. Describe nature and frequency of typical writing assignments if applicable; note if any are required:

Before coming to class, students will complete exercises in the workbook and/or textbook.

On a weekly basis, students will listen to the audio materials and complete the assignments in the lab manual.

At least five times during the semester, students will write short paragraphs using the vocabulary and grammar learned.

3. Describe nature and frequency of typical computational assignments if applicable; note if any are required:

N/A

4. Describe other types of homework assignments that students may be asked to complete (oral presentations; special projects; visual/performing arts; etc); note if any are required:

Students will:

- a. Express their opinions applying basic vocabulary and syntax learned in class.
- b. Compare and contrast diverse hispanic cultures.
- c. Examine and analyze different types of literature in order to ask and answer simple questions.

For categories 1-4 above, list the estimated hours per week it would take a student to complete assignments. Title 5 (section 55002) requires that each unit must be shown to require three hours of work per week by the student either in or out of class. Homework formula: 3 hours of class work times each unit of credit minus classroom hours equals required homework hours.

Reading Assignments: 2 hours

Writing Assignments: 3 hours

Computational Assignments: N/A

Other Assignments: 1 hour (research)

Course Subject & Number: SPAN 203

Course Name: *Advanced Spanish

METHODS OF INSTRUCTION: *(Methods must be consistent with content and appropriate to objectives; state in terms of what instructor will be doing in order to present course content to students: for example, lecture, demonstration, present audio/visual materials; facilitate group work, etc. Do not list specific instructional equipment.)*

Materials will be presented primarily through readings, lectures and student oral presentations. Advanced vocabulary study will focus on exercises that demonstrate word formation patterns in Spanish. Texts will be supplemented by tapes, slides, overhead and music as appropriate.

METHODS OF EVALUATION: *(These must be clearly related to course objectives and reflect course content and assignments in order to comply with Title 5 requirements. Describe what instructor will be looking for when evaluating various assignments and tests in order to determine whether students have met course objectives. Grades must be based on demonstrated proficiency in subject matter and determined, where appropriate, by essays, objective and essay tests, research papers or projects, problem solving exercises, or skills' demonstrations.)*

Weekly homework assignments: vocabulary/ grammar exercises and short essays on readings (Objectives 1, 3, 4 and 5)

Weekly quizzes covering new vocabulary, grammar reviewed and literature studied (Objectives 1, 3, 4 and 5)

Two or more group or individual five-page researched and annotated papers .(Objectives 1, 3, 4 and 5)

Two or more group or individual oral power point presentations discussing researched papers of approximately 10 minutes each (Objectives 1-5)

Two mid-term exams covering vocabulary learned, grammar reviewed and a short essays on readings (Objectives 1, 3, 4 and 5)

One Final exam (Objectives (1-5) including:

- vocabulary and grammar studied, and reviewed during the semester
- short essays comparing and contrasting writers, their works and/or styles of writing
- a brief interview testing speaking ability and knowledge of the literature studied (Objectives (1-5)

Suggested Texts or Other Instructional Materials

(List several when possible; include title, author, publisher, date, and latest edition. If older than five years, provide brief rationale.)

Breve cuentos hispanos, Thomas E. Kooreman et. al., Pearson Prentice Hall, 2008, Fourth Edition

Cofre literario, Rosa Alicia Ramos et. al., Mc.Graw-Hill, 2006, Second Edition

El Cuento Hispánico, Edward J. Mullen and John F. Garganigo, McGraw-Hill, 2004, Sixth Edition

Leyendas del mundo hispano, Susan M. Bacon et. al., Prentice Hall, 2010, Third Edition

RECEIVED
OCT 18 2009
Academic Affairs Only

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

New DE Course
 Revised

COURSE SUBJ. & NO: ENGL 101 COURSE TITLE: Academic Composition

Instructor (print): Jennifer Gross

Division: Language Arts

Required Signatures:

AP&P Representative: Duane Rumsey
(division approval required)

Date: 10/13/09

Division Dean: Dr. Charlotte Forte-Parnell

Date: 10/13/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes x No

Is 51% or more of instruction for this course provided on line? x Yes No

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ENGL 101

COURSE TITLE: Academic Composition

What method of technological delivery will be used to offer this course (see glossary)?

ITV

Online

Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

ENGL 101 is well suited to be offered in an online environment because it creates the possibility for multiple delivery methods to increase student learning and retention. The online environment also provides students with the opportunity to fully consider ideas and analyze materials before engaging in discussions, which leads to higher quality discussions in which all students participate.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

All students will access the class through the course management system provided by AVC, most using their personal computers. The college offers open computer labs with word processing and Internet access and support through the Learning Center, the library, and other online resources through the college website.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Technological adaptations made to this course include delivering lectures via video and PowerPoint presentations using a password protected course management delivery system. All materials uploaded will be ADA compliant, such as providing closed captioning for videos. Discussion boards will be put in place to facilitate group discussion and formal assignments will be delivered, assessed, and returned in electronic format.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) AVC's course management system includes a feature to administer timed writing exams .

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Equivalent student experience includes the regular use of the following:

1. Presentations and lecture material in alternate form, including but not limited to visual and audio course materials and activities
2. Full class discussions
3. Regular contact with the instructor and peers
4. Small group activities
5. Timed written examinations

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Four primary methods of contact will constitute "regular effective contact" between the instructor and the student:

Email functions to exchange correspondence that is private or personal, such as discussion of grades, particular writing issues.

Discussion Boards are highly effective communication forums for groups of students used to facilitate asynchronous group discussions.

Chat will be used for live, synchronous conversation between students and instructor at any time both are online or during virtual office hours. This can be done one-on-one or in small groups.

Embedded comments will be used to give students constructive feedback on their essays. Comments are inserted directly into or at the end of student papers via word processor.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.) Not applicable.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online:

1. Reading performance will be evaluated through quizzes, exams, and reader-response assignments designed to assess comprehension and analysis of assigned readings. Quizzes and exams can be administered through the course management delivery system or emailed to the instructor. Student responses on discussion boards will be used to evaluate comprehension and participation.
2. Research skills will be evaluated through periodic exercises and assignments within the scope of an overall research process as well as in relation to the quality and accuracy of completed research papers.

Off-line:

1. Each student will write at least 8,000 words throughout all compositional tasks (ungraded as well as graded); at least 4,000 words are to be part of five required and graded writing assignments, primarily

critical essays and research papers.

2. At least one book (fiction or non-fiction), minimum length 60,000 words, is required reading for each student.
3. Periodic reading assignments from a required writing handbook act as a supplement to lectures.

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OCT 13 2009

Dr. M. Macrae

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only	
<input type="checkbox"/>	New DE Course
<input checked="" type="checkbox"/>	Revised

COURSE SUBJ. & NO: ENGL 102 **COURSE TITLE:** Critical Thinking and Literature

Instructor (print): Jennifer Gross

Division: Language Arts

Required Signatures:

AP&P Representative: *Duane Rumsey*
Duane Rumsey
 (division approval required)

Date: 10/13/09

Division Dean: *Dr. Charlotte Forte-Parnell*
Dr. Charlotte Forte-Parnell

Date: 10/13/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes **x** No

Is 51% or more of instruction for this course provided on line? **x** Yes No

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ENGL 102

COURSE TITLE: Critical Thinking and Literature

What method of technological delivery will be used to offer this course (see glossary)?

ITV

Online

Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

ENGL 102 is well suited to be offered in an online environment because it creates the possibility for multiple delivery methods to increase student learning and retention. The online environment also provides students with the opportunity to fully consider ideas and analyze materials before engaging in discussions, which leads to higher quality discussions in which all students participate.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

All students will access the class through the course management system provided by AVC, most using their personal computers. The college offers open computer labs with word processing and Internet access and support through the Learning Center, the library, and other online resources through the college website.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Technological adaptations made to this course include delivering lectures via video and PowerPoint presentations using a password protected course management delivery system. All materials uploaded will be ADA compliant, such as providing closed captioning for videos. Discussion boards will be put in place to facilitate group discussion and formal assignments will be delivered, assessed, and returned in electronic format.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) AVC's course management system includes a feature to administer timed writing exams .

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Equivalent student experience includes the regular use of the following:

1. Presentations and lecture material in alternate form, including but not limited to visual and audio course materials and activities
2. Full class discussions
3. Regular contact with the instructor and peers
4. Small group activities
5. Timed written examinations

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Four primary methods of contact will constitute "regular effective contact" between the instructor and the student:

Email functions to exchange correspondence that is private or personal, such as discussion of grades, particular writing issues.

Discussion Boards are highly effective communication forums for groups of students used to facilitate asynchronous group discussions.

Chat will be used for live, synchronous conversation between students and instructor at any time both are online or during virtual office hours. This can be done one-on-one or in small groups.

Embedded comments will be used to give students constructive feedback on their essays. Comments are inserted directly into or at the end of student papers via word processor.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.) Not applicable.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online:

1. Reading performance will be evaluated through quizzes, exams, and reader-response assignments designed to assess comprehension and analysis of assigned readings. Quizzes and exams can be administered through the course management delivery system or emailed to the instructor. Student responses on discussion boards will be used to evaluate comprehension and participation.
2. Research skills will be evaluated through periodic exercises and assignments within the scope of an overall research process as well as in relation to the quality and accuracy of completed research papers.

Off-line:

1. Students will write at least 8,000 words throughout all composing tasks (ungraded as well as graded), 4,000 of which will be written in at least five graded assignments.

2. At least three of the assigned essays must include MLA documentation.
3. At least two essays must be written in class under a time limit.
4. At least one paper must include research material.

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OCT 13 2009

BY: *M. Murgu*

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ENGL 103 COURSE TITLE: Critical Thinking and Research

Instructor (print): Jennifer Gross

Division: Language Arts

Required Signatures:

AP&P Representative: *Duane Rumsey* Date: 10/13/09
 (division approval required)

Division Dean: *Dr. Charlotte Forte-Parnell* Date: 10/13/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes x No

Is 51% or more of instruction for this course provided on line? x Yes No

AP&P Approval:
 Date _____

V.P. Academic Affairs:
 Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

*Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. **Attach existing COR.***

COURSE SUBJ. & NO: ENGL 103

COURSE TITLE: Critical Thinking and Research

What method of technological delivery will be used to offer this course (see glossary)?

ITV

Online

Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

ENGL 103 is well suited to be offered in an online environment because it creates the possibility for multiple delivery methods to increase student learning and retention. The online environment also provides students with the opportunity to fully consider ideas and analyze materials before engaging in discussions, which leads to higher quality discussions in which all students participate.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

All students will access the class through the course management system provided by AVC, most using their personal computers. The college offers open computer labs with word processing and Internet access and support through the Learning Center, the library, and other online resources through the college website.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Technological adaptations made to this course include delivering lectures via video and PowerPoint presentations using a password protected course management delivery system. All materials uploaded will be ADA compliant, such as providing closed captioning for videos. Discussion boards will be put in place to facilitate group discussion and formal assignments will be delivered, assessed, and returned in electronic format.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) AVC's course management system includes a feature to administer timed writing exams .

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Equivalent student experience includes the regular use of the following:

1. Presentations and lecture material in alternate form, including but not limited to visual and audio course materials and activities
2. Full class discussions
3. Regular contact with the instructor and peers
4. Small group activities
5. Timed written examinations

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Four primary methods of contact will constitute "regular effective contact" between the instructor and the student:

Email functions to exchange correspondence that is private or personal, such as discussion of grades, particular writing issues.

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Embedded comments will be used to give students constructive feedback on their essays. Comments are inserted directly into or at the end of student papers via word processor.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.) Not applicable.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online:

1. Reading performance will be evaluated through quizzes, exams, and reader-response assignments designed to assess comprehension and analysis of assigned readings. Quizzes and exams can be administered through the course management delivery system or emailed to the instructor. Student responses on discussion boards will be used to evaluate comprehension and participation.
2. Research skills will be evaluated through periodic exercises and assignments within the scope of an overall research process as well as in relation to the quality and accuracy of completed research papers.

Off-line:

1. Students will write at least 8,000 words throughout all composing tasks (ungraded as well as graded), 4,000 of which will be written in at least five graded assignments.

2. At least three of the assigned essays must include MLA documentation.
3. At least two essays must be written in class under a time limit.
4. At least two papers must include research material.

RECEIVED
OCT 9 2009
B. Maresca

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL 018 COURSE TITLE: ESL Reading and Writing 1

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: DeB

(division approval required)

Date: 9/23/09

Division Dean: [Signature]

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:

Date _____

V.P. Academic Affairs:

Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 018 **COURSE TITLE:** ESL Reading and Writing 1

What method of technological delivery will be used to offer this course (see glossary)?

ITV *Online* *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the Internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

Because this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time which is spent on a given lesson for a face-to-face classroom reflects the same amount of time for doing the same activity in the online mode; however, instead of listening to lectures or explanations, online students are engaged more in reading. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, most of these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

RECEIVED
OCT - 9 2009
BY: *M. [unclear]*

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL 023 COURSE TITLE: ESL Grammar 2

Instructor (print): Priscilla Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: *[Signature]*
(division approval required)

Date: 9/23/09

Division Dean: *[Signature]*

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 023 **COURSE TITLE:** ESL Grammar 2

What method of technological delivery will be used to offer this course (see glossary)?

ITV Online Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to “see” what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He is late.
QUESTION	Is ← he late?

The use of either the indefinite article or the –s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique –s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations (uploaded to the AVC server), email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with the noun plural suffix and verb suffix -(e)s, which can be pronounced three ways: [s] as in "takes", [z] as in "reads", or [Iz] as in "watches".

At the same time, the regular past participle -ed has three pronunciation options: [t] as in "stopped", [d] as in "named", or [Id] as in "waited".

Furthermore, at the sentence level, there are distinct intonation patterns on statements and questions (Yes/No vs. WH-Questions).

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features.)

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

Low-Level Grammar Chart Example for BE-verbs with Adjectives:

PERSON	SUBJECT	BE-VERB	ADJECTIVE
1st Singular	I	am	happy.
1st Plural	We	are	happy.
2nd Singular	You	are	happy.
2nd Plural	You	are	happy.
3rd Singular	She, He, It	is	happy.
3rd Plural	They	are	happy.

5. METHODS OF INSTRUCTION:

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. In addition to the instructor's regular on-campus office hours, virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards.

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)*

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end to the term. The former will assist in making sure that students know how to access and use the online course at the outset. Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term. The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online PowerPoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:

- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)
- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

RECEIVED
OCT - 9 2009
SLO 3-308
Maurice

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL 028 COURSE TITLE: ESL Reading and Writing 2

Instructor (print): Stephen Burries

Division: Language Arts

Required Signatures:

AP&P Representative: 
(division approval required)

Date: 9/23/09

Division Dean: 

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 028 **COURSE TITLE:** ESL Reading and Writing 2

What method of technological delivery will be used to offer this course (see glossary)?

ITV Online Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

Because this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant Internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

RECEIVED
OCT - 9 2009
BY: *M. Morgan*

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL 033 COURSE TITLE: ESL Grammar 3

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: *DeB* Date: 9/23/09
(division approval required)

Division Dean: *[Signature]* Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 033 **COURSE TITLE:** ESL Grammar 3

What method of technological delivery will be used to offer this course (see glossary)?

- ITV Online Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to “see” what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He is late.
QUESTION	Is he late?

The use of either the indefinite article or the –s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique –s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations uploaded to the AVC server, email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with reductions of many structures, including modal verbs:

"have to" sounds like "hafta"
"has to" sounds like "hasta"
"want to" sounds like "wanna"
"used to" sounds like "yusta"

Also, although generally prepositions are not given stress, this changes when we use prepositions in phrasal verbs:

"We looked into the room." → "We looked into the problem"

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features. Current online components of ESL texts (e.g., Focus on Grammar, My Northstar Lab) allow students to audio record themselves). DHH students would need to employ a text recognition program (e.g., Dragon Naturally Speaking) in order to create text from audio; however, generally student recordings are only available to the instructor, not the other students.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

Intermediate-Level Chart Example for the Present Perfect Tense:

PERSON	SUBJECT	HAVE or HAS	VERB: Past Participle
1st Singular	I	have	written.
1st Plural	We	have	written.
2nd Singular	You	have	written.
2nd Plural	You	have	written.
3rd Singular	She, He, It	has	written.
3rd Plural	They	have	written.

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. Virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards. The instructor will attempt to access and respond to these within 48 hours.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end of the term. The former will assist in making sure that students know how to access and use the online course at the outset. (Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term.) The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online PowerPoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:

- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)

- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

RECEIVED

OCT - 9 2009

BY: *M. Kuegler*

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only	
<input type="checkbox"/>	New DE Course
<input checked="" type="checkbox"/>	Revised

COURSE SUBJ. & NO: ESL 038 COURSE TITLE: ESL Reading and Writing 3

Instructor (print): Connie Harney

Division: Language Arts

Required Signatures:

AP&P Representative: *D. B.*
(division approval required)

Date: 09/23/09

Division Dean: *[Signature]*

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval: Date _____
V.P. Academic Affairs: Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 038 **COURSE TITLE:** ESL Reading and Writing 3

What method of technological delivery will be used to offer this course (see glossary)?

ITV Online Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

Because this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. (They can even be used to engage students in the common classroom grouping activities of pair work or group work).

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a

comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

RECEIVED
OCT - 9 2009
BY: *Mauneger*

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL043 COURSE TITLE: ESL Grammar 4

Instructor (print): Scott Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: *[Signature]* Date: 9/23/09
(division approval required)

Division Dean: *[Signature]* Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 043 COURSE TITLE: ESL Grammar 4

What method of technological delivery will be used to offer this course (see glossary)?

ITV Online Hybrid

1. Why is this course particularly suited to be offered through this delivery system?

Grammar is a language skill that is best taught visually (in written form and with organized graphics and charts). Students benefit greatly, especially if they tend to be visual learners, when they can see grammar displayed visually. In this way, it is much easier to "see" what is happening to English structures:

Subject and auxiliary verb inversion:

STATEMENT	He is late.
QUESTION	Is he late?

The use of either the indefinite article or the -s suffix to distinguish singular from plural nouns:

SINGULAR	a book
PLURAL	books
SINGULAR	a knife
PLURAL	knives
SINGULAR	a story
PLURAL	stories

The unique -s suffix on third person simple present tense verbs:

PERSON	SUBJECT	VERB	OBJECT
1st Singular	I	like	pizza.
1st Plural	We	like	pizza.
2nd Singular	You	like	pizza.
2nd Plural	You	like	pizza.
3rd Singular	She, He, It	likes	pizza.
3rd Plural	They	like	pizza.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

The ESL Study Center in the Learning Center has computers (specifically for ESL student use), as well as a wealth of ESL grammar materials (e.g., texts, CDs, VHSs, DVDs, computer software). In addition, there are a number of ESL tutors available to support ESL students during the semester.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

Currently there is easy access to ESL grammar materials (on CD ROM, the Internet), which can provide the support needed for further explanation, practice, and production of grammar. The software for the required text is available in the classroom and in the Learning Center, and this could be a main component of the online course. Also, through the use of the college course management system, other grammar activities could be included (e.g., sequential/calendar 'checklist' with directions, PowerPoint-type presentations uploaded to the AVC server, email, chat rooms, discussion boards, online quizzes, and tests).

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

There may be a need to present and assess grammatical points orally although this is primarily a visual (in writing) course. Here are several examples:

On the word level, some heteronyms are contrasted by vowel quality and/or stress (with initial stress for nouns and final stress for verbs), so knowing which syllable is pronounced louder is crucial when teaching oral grammar: PRO-duce/pro-DUCE; RE-cord/re-CORD; CON-test/con-TEST; CON-vert/con-VERT; PER-mit/per-MIT; RE-bel/re-BEL.

On many occasions, the oral skill of pronunciation is crucial in the skill of grammar when dealing with the final rising intonation of Yes/No negative questions and tag questions (e.g., "You understand, don't you?")

At the inter-clausal level, it is crucial to identify "thought groups," which are often marked with a comma. This involves taking a brief pause and/or breath between the dependent clause and the independent clause, for example: "After I read this example, <pause> I understood it."

Therefore, audio clips and student recordings, as well as simultaneous texting or captioning for DHH students, would need to be included to cover these oral grammar features.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

The book assignments within the student book and workbook, both of which require extensive written responses, would be identical for both courses. However, instead of the instructor's in-class introductions and explanations of grammar points on a whiteboard within the classroom setting, similar explanations would be put into online visual presentations (e.g., PowerPoint-type presentations uploaded to the AVC server) in order to either deductively or inductively present the same grammatical items (e.g., syntax patterns, suffix options).

High-Level Grammar Chart Example for the Passive Voice:

TENSE/NUMBER	SUBJECT	BE-VERB	VERB: Past Participle	(by + OBJECT)
Present/Singular	<i>This class</i>	<i>is</i>	<i>taken</i>	<i>(by the students).</i>
Present/Plural	<i>Quizzes</i>	<i>are</i>	<i>given</i>	<i>(by the instructor).</i>
Past/Singular	<i>The story</i>	<i>was</i>	<i>written</i>	<i>(by a student).</i>
Past/Plural	<i>Exercises</i>	<i>were</i>	<i>done</i>	<i>(by the online class).</i>
Perfect/Singular	<i>Homework</i>	<i>has been</i>	<i>completed</i>	<i>(by the students).</i>
Perfect/Plural	<i>Assignments</i>	<i>have been</i>	<i>submitted</i>	<i>(by the class).</i>

5. METHODS OF INSTRUCTION:

a) *Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)*

Students will be required to report progress each week to ensure that they have completed the appropriate assignments. This will follow the syllabus's schedule in the form of a checklist, so that the student and instructor can promptly see when there is a problem in student production. Contact will be done through emailing, chatting, and/or discussion boards. Virtual "office hours" can be set beforehand and held each week at least once or twice so that students can get real-time assistance through online chatting. Other forms of delayed contact will be through email or discussion boards. The instructor will attempt to access and respond to these within 48 hours.

b) *If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)*

For many ESL students, online classes are a very new and strange learning option. Also, many ESL students come from cultures which are more personable, social, and face-to-face than U.S. culture. Thus, whole class, face-to-face contact will be made in the form of an on-campus class orientation at the beginning of the term plus an on-campus final at the end to the term. The former will assist in making sure that students know how to access and use the online course at the outset. Of course, individual face-to-face meeting times can be arranged as needs arise throughout the term. The latter culminating comprehensive final exam will assist in verifying each student's mastery of the course objectives.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online Powerpoint-type presentations for each chapter's structure will provide the basis for the student's performance in these three vital areas:

- Weekly online activities (e.g., multiple choice responses, drills, written practice, error correction)
- Weekly Participation and interaction (e.g., weekly discussion boards, emailing, or chat rooms)
- Regular Assessment (e.g., online quizzes and at least 3 major online tests).

Off-line: Bookwork (student book and workbook exercises) will be assigned each week. Students will also have the option of using the accompanying CD-ROM (available on-campus), which provides a great deal of extra practice for each chapter. A final comprehensive exam will be given on-campus at the end of the term. Because this final exam is the best reflection of the course objectives, it will constitute a substantial part of each student's final grade.

RECEIVED

OCT - 9 2009

BY: *[Signature]*

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

Academic Affairs Only

New DE Course

Revised

COURSE SUBJ. & NO: ESL 048 COURSE TITLE: ESL Reading and Writing 4

Instructor (print): Connie Harney

Division: Language Arts

Required Signatures:

AP&P Representative: *[Signature]*
(division approval required)

Date: 9/23/09

Division Dean: *[Signature]*

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 048 **COURSE TITLE:** ESL Reading and Writing 4

What method of technological delivery will be used to offer this course (see glossary)?

ITV *Online* *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing. The ESL Program is currently teaching ESL grammar courses online through the college course management system, and the response has been very positive.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken the college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

Because this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. They can even be used to engage students in the common classroom grouping activities of pair work or group work.

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a

comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and “Discussion Boarding” about the textbook’s unit readings and exercises; studying the appropriate weekly “Lesson/Lab” for the text’s unit, including an explanation of the unit’s vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system’s Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook’s audio CD) are also components of this course.

Antelope Valley College

DISTANCE EDUCATION PROPOSAL

RECEIVED
OCT - 9 2009
BY: *M. M. M.*
Academic Affairs Only

New DE Course
 Revised

COURSE SUBJ. & NO: ESL 058 **COURSE TITLE:** ESL Reading and Writing 5

Instructor (print): Priscilla Jenison

Division: Language Arts

Required Signatures:

AP&P Representative: *D. B.*

(division approval required)

Date: 09/23/09

Division Dean: *[Signature]*

Date: 10/1/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes X No

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____

V.P. Academic Affairs:
Signature _____

**Antelope Valley College
DISTANCE EDUCATION FORM**

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: ESL 058 **COURSE TITLE:** ESL Reading and Writing 5

What method of technological delivery will be used to offer this course (see glossary)?

ITV *Online* *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system?

Because reading and writing are the very skills which are required in taking a typical online course, this reading and writing course is perfectly suited for online instruction! Often in a conventional classroom reading and writing course, much of the instruction and communication is done orally and not visually. Thus, the online modality forces the instructor and the students to vigorously interact in the target skills of reading and writing.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course?

College course management system training has been offered and continues to be offered to support those who are online instructors at AVC. Several of our ESL faculty members have taken college course management system training, and two are currently teaching ESL grammar courses online. For online-enrolled ESL students, a mandatory orientation is conducted (as a class or individually if necessary) at the beginning of the semester to ensure that students know their AVC user name and password and can connect and access the necessary materials within the college course management system. The numbers of personal computers and skills in computer proficiency are increasing more rapidly than ever among ESL students. Although obviously the college course management system is accessible off-campus through any normal internet connection, on-campus computers are also available to ESL students at AVC, especially in the Learning Center and its ESL Study Center. So, ESL students are able to access the college course management system courses wherever they have access to the internet.

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The main technological adaptations are those available in the college course management system. Within the college course management system the most useful tools for this course include: The Discussion Board (where the instructor can post prompts for regular writing tasks, students can post their work, and the instructor can provide feedback and error correction that can also be useful for other class members as well); Messages (where the instructor and student can send questions, comments, or even writing tasks which are not intended to be viewed by the entire class, an acceptable option for students who are more self-conscious about their writing); and Resources (where students are able to access internet links to reading/writing texts, take quizzes/tests, or read other relevant uploaded texts). No major technological adaptations (e.g., video or audio) are needed since this course is designed to encourage the vigorous use of the visual skills of reading and writing. The ESL Program is currently teaching two ESL grammar courses online through the college course management system, and the response has been very positive. Furthermore, with the great interest and need of DHH (Deaf or Hard of Hearing) students to improve their reading and writing skills, online ESL reading and writing courses should provide an excellent opportunity for them to improve their visual English language skills in this more appropriately designed visual learning environment.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.)

Because this is a reading and writing course and does not depend on the oral/aural skills, there are no unique challenges for audio. The existing features which are available within the college course management system (e.g., Lessons/Labs, Discussion Board, Tasks, Resources) should be more than sufficient to handle the needs of this reading and writing course.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting.

Time spent on each lesson will reflect what students do in a traditional classroom setting of the same course. Because the same textbooks are required for both courses, students are covering the same material and doing the same exercises. However, instead of using their oral/aural skills, as they would in a classroom setting (e.g., to hear about or discuss reading, vocabulary, grammar, or writing skills), they are required to use their visual skills of reading and writing (e.g., read lessons, write responses on the online Discussion Board) in order to fulfill the course objectives. The time spent for traditional classroom students reflects the same amount of time spent doing the same activities in the online mode. This participation is a significant part of students' grades, so they need to maintain "regular effective contact" to succeed in the course. Student-to-student contact is easily done within the college course management system's Discussion Board or by sending messages to specific class members. These tools are very useful ways of facilitating student interaction (and even doing peer-editing). These technological modes of communication can be valuable in creating a sense of community for online students. (They can even be used to engage students in the common classroom grouping activities of pair work or group work).

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

Students will meet with the instructor online via Messages or the Discussion Board. Of course, if students are struggling, the instructor and student can interact by phone, or a face-to-face meeting can be arranged. Students are expected to regularly "attend" and participate online just as they are expected to in an actual classroom course. Therefore, the college course management system's Discussion Board (which can be viewed by all class members) and Messages (direct communication between two or more individuals) are the main tools for maintaining this "regular effective contact". The college course management system also has the ability for the instructor to monitor the use of students within the online course. Thus, when students are failing to participate, the instructor can contact them and encourage them to increase participation before they fall too far behind.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.)

Students are required to attend an initial class meeting at the beginning of the term (e.g., for orientation, pre-diagnostic testing), as well as a final class meeting at the end of the term (e.g., for the comprehensive final exam, workbook check, post-diagnostic testing). However, if a student is unable to attend the set time for either meeting, hopefully a mutually agreed upon time (e.g., instructor's office hours) can be arranged to fulfill this requirement.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: Online course assignments are like those in the traditional classroom course: e.g., completion of the consumable text; supplemental reading of required graded readers or library books (e.g., AVC Library's Quest

Collection); ten or so edited essays for each of the textbook's units; approximately three major exams; a comprehensive final; a culminating portfolio of all edited student work.

However, within the college course management system, these assignments can be done online and include specific ways of completing the above assignments: (e.g., weekly readings in the required text; completion of, and "Discussion Boarding" about the textbook's unit readings and exercises; studying the appropriate weekly "Lesson/Lab" for the text's unit, including an explanation of the unit's vocabulary and grammar; links in Resources to instructor-uploaded sample texts or to other relevant internet readings or activities; practice exercises in Resources relevant to the unit themes, vocabulary, and grammar; approximately three major online tests and a comprehensive online final exam, which are also made available through the college course management system's Resources; the uploading and submission of student writing, including Word documents of single essays for instructor editing, as well as a semester-end comprehensive student portfolio of approximately ten edited texts, which can be uploaded for the benefit of all class members).

Off-line: Off-line course activities (e.g., initial and ending class meetings, student book reading and exercises, workbook activities, listening tasks with the textbook's audio CD) are also components of this course.

RECEIVED
JUN 6 8 2009
BY: [Signature] 5/20 4/10/08

Antelope Valley College
DISTANCE EDUCATION PROPOSAL

Academic Affairs Only
 New DE Course
 Revised

COURSE SUBJ. & NO: CA 171 COURSE TITLE: Introduction to Networking

Instructor (print): John Burns

Division: Business, Computer Studies, and Economic Development

Required Signatures:

AP&P Representative: [Signature]
(division approval required)

Date: 06-04-09

Division Dean: [Signature]

Date: 6/11/09

Notes for Reporting Purposes:

Did faculty member developing the course take professional development courses/workshops through the California Virtual University (CVC)? Yes XNo

Is 51% or more of instruction for this course provided on line? X Yes No

AP&P Approval:
Date _____
V.P. Academic Affairs:
Signature _____

Antelope Valley College
DISTANCE EDUCATION FORM

Address each item listed below as specifically as possible, explaining the necessary changes made to the methods of instruction and evaluation in order to utilize technology (fully or in part) as the intended method of delivery. Attach existing COR.

COURSE SUBJ. & NO: CA 171 **COURSE TITLE:** Introduction to Networking

What method of technological delivery will be used to offer this course (see glossary)?

ITV *Online* *Hybrid*

1. Why is this course particularly suited to be offered through this delivery system?

Many of the topics discussed in a networking class are supported by “real-life” examples linked throughout the Internet. Most of the up-to-date information about computer networking is provided by resources available on the Internet. Web links provided on the website and required student use of Internet search engines will expand on the concepts and technologies being discussed. This course, Introduction to Networking, introduces students to many new terms and acronyms that are learned primarily by reading and repeatedly taking online practice tests.

2. What does the college have in place (facilities, equipment, training, other necessary resources) to support this course? Although most students electing the online delivery of this course may be accessing the class from a home computer, the college currently provides computer labs. Some online resources are also available through the college website. The AVC’s course management system provided by the college includes messaging, announcements, e-mail, chat, quizzes, and links to online resources available on the Internet. A few examples are the networking links <http://howstuffworks.com>, and InetDaemon.Com

3. Explain what technological adaptations have been made for teaching this course (e.g., graphics, software, video, or multimedia products). How do these adaptations comply with accessibility issues? (see glossary)

The course will be presented using AVC’s course management system. The students are given a CD that contains all of the PowerPoint slides and a set of PowerPoint slides with voice-over lectures.

3a. If applicable, identify and explain how any unique challenges presented in this course will be addressed. (e.g. hands-on demonstration; skills demonstration; audio components; synchronous oral presentations, etc.) Each student is given a CD with the software that is needed to perform labs and software they use to do network design. The students are enrolled in Microsoft’s MSDN and VMware’s software programs so that they have the ability to install operating systems at home.

4. Explain how students' time in this course is equivalent to what students experience in the traditional classroom setting. The online students use the same course Web site for practice tests and quizzes. The online students receive a CD with all the lectures used in the traditional course. The online students are required to submit the same labs as the traditional students and complete the final network design project. The online students also have full access to the instructor who reads and responds to student e-mail messages at least once a day, which may also include weekends.

5. METHODS OF INSTRUCTION:

a) Explain how "regular effective contact" between instructor and student will be maintained throughout the course via technology. (See glossary)

The students can see their progress on practice tests and quizzes 24/7 by viewing the results on the course's Web site. Every student receives a response to every assignment submitted through AVC's course management system. Student progress is posted once a week using a grading program that allows grades to be posted on a Web page that only the individual student can access with his or her user name and password.

b) If a hybrid course, explain frequency and nature of meetings (i.e. orientation, review for tests, need for in-class work, exam, etc.) The students meet with the instructor for the first class meeting. Access to AVC's course management system is explained. The students are given a CD with all the lecture materials and software needed to complete lab assignments. This meeting time enables the instructor to ensure that the students are able to access the Microsoft MSDN site to obtain software and are able to download Vmware workstation for operating system installs. The instructor will also display examples of network design projects.

ASSIGNMENTS AND METHODS OF EVALUATION (see existing COR):

Describe specific methods and frequency of assignments and evaluation of students' work: quizzes, tests, projects, essays, reports, problem solving, skills demonstration, participation, etc.). These must be equivalent to (if not the same as) those noted on the existing COR, changing only as the needs of technology dictate.

Online: For each chapter, students are required to research topics on the Internet and post summaries in the chapter discussion area. Students post questions and responses to other student postings. If the instructor chooses, online multiple-choice quizzes provide students with feedback on their progress. Students have continuous access to their progress through a progress report worksheet that is updated every week. Grades will be posted on the course Web site using grading software. Additionally, AVC's course management system has a grade book component that allows students to see their completed assignment scores, participation scores, and any test or quiz scores.

Off-line: Operating systems can be installed using Vmware.

1st Reading
10-22-09

RECEIVED
SEP - 8 2009
BY: M. Maurer



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: Seven Spiritual Laws of Yoga

INSTRUCTOR: Annette White

HOURS: 8.75 hrs.

ENROLLMENT FEE: \$ 125.00 MATERIALS/SUPPLIES FEE: \$20 (Optional Yoga mat)

ENROLLMENT EXPECTED: 10-30

DESCRIPTION OF OFFERING: Annette White will teach you The Seven Spiritual Laws of Yoga, a style of yoga based on the wisdom described in *The Seven Spiritual Laws of Success*, a book by Deepak Chopra. Yoga, an ancient philosophy, means union of body, mind, and spirit. The highest goal of yoga is to learn to feel this union with everyone and everything around us. One principal will be discussed each week, incorporating breathing, movement, and relaxation. This class is for everyone – whether this is your first yoga class, or if you have been practicing for years.

SPECIAL NEEDS:

Facilities: Large open space with a wood floor.

Audio/Video: Audio system

Other:

Required Approval by Division Dean and AP&P Representative.

Signature: *Heather Cleaveland* Date: 9-3-09

Signature: *Cindy Amfeld* Date: 10/5/09

AP&P Approval:

Date:

Yoga is an ancient philosophy. The word Yoga, when translated into English means union of body, mind and spirit. The highest goal of yoga is to learn to feel this union with everyone and everything around us. The **Seven Spiritual Laws of Yoga** is a style of yoga that incorporates this ancient wisdom from the *Seven Spiritual Law of Success*, a book written by Dr. Deepak Chopra, a world-renowned author and physician.

These seven principles are:

The Law of Pure Potentiality; the Law of Giving and Receiving; the Law of Karma, or cause and effect; the Law of Least Effort; the Law of Intention and Desire; the Law of Detachment; and the Law of Dharma, which means purpose in life.

One Principle will be discussed each week, and incorporated with breathing, movement, and relaxation. The class is for everyone, whether it is their first yoga class or they have been practicing yoga for years.

I am currently completing my 200-hour Yoga Alliance certification through the Chopra Center, and will be available to facilitate the class for the Spring 2010 semester, and continuing each semester. The class will be a series of seven consecutive evenings. I will need a large, open space, preferably with a wood floor. Yoga mats will be available for purchase by the students in class, as well as the book mentioned above. If they already have a mat, they are welcome to bring their own, as well as towels from home. No other text or materials will be required. I will provide my own music system and microphone if necessary.

November 2, 2009

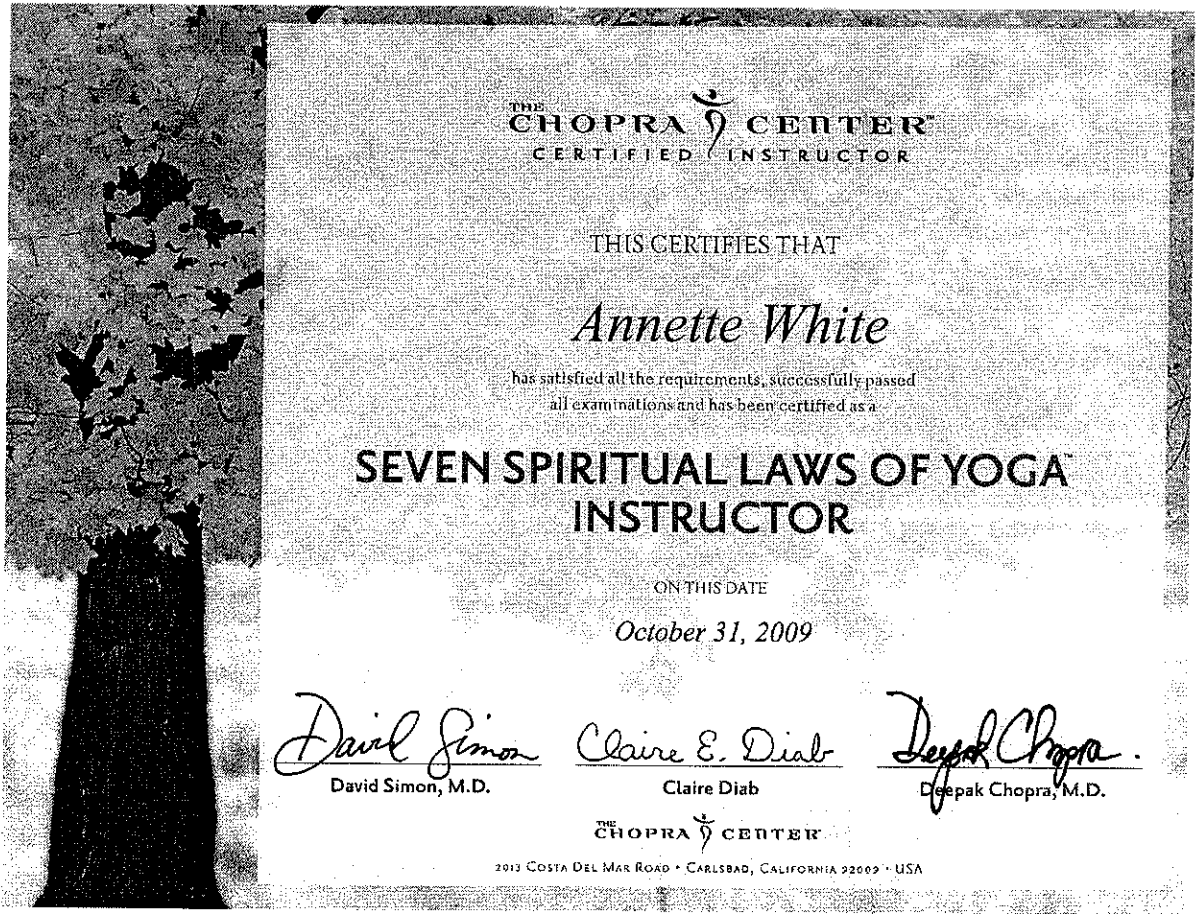
To: AP&P

From: Annette White

RE: Requested information

Hours: 8.75hrs. (7 meetings/1.25hrs. per meeting)

Instructor Bio: Annette White is a Chopra Center Certified Instructor and a Yoga Alliance 200-hour Registered Yoga Teacher. She is also an adjunct faculty member of AVC.



THE CHOPRA CENTER
CERTIFIED INSTRUCTOR

THIS CERTIFIES THAT

Annette White

has satisfied all the requirements, successfully passed
all examinations and has been certified as a

**SEVEN SPIRITUAL LAWS OF YOGA
INSTRUCTOR**

ON THIS DATE

October 31, 2009

David Simon
David Simon, M.D.

Claire E. Dial
Claire Dial

Deepak Chopra
Deepak Chopra, M.D.

THE CHOPRA CENTER

2013 COSTA DEL MAR ROAD • CARLSBAD, CALIFORNIA 92009 • USA



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA

TITLE: Photoshop from the Pros

INSTRUCTOR: Cynthia Kincaid

HOURS: 3 hrs.

ENROLLMENT FEE: \$20 MATERIALS/SUPPLIES FEE: None

ENROLLMENT EXPECTED: 10-100

DESCRIPTION OF OFFERING: Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Question and answer period follows demonstrations.

SPECIAL NEEDS:

Facilities: Class room with open space, a white board and Projection screen

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: _____ Date: _____

Signature: _____ Date: _____

AP&P Approval:

Date: _____



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
OCT - 7 2009
BY: *M. Aurequi*

NUMBER: TBA

TITLE: Photoshop from the Pros

INSTRUCTOR: Cynthia Kincaid

HOURS: 3 hrs.

ENROLLMENT FEE: \$20 MATERIALS/SUPPLIES FEE: *\$2.00*

ENROLLMENT EXPECTED: 10-100

DESCRIPTION OF OFFERING: Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Question and answer period follows demonstrations.

SPECIAL NEEDS:

Facilities: Class room with open space with a white board

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *Heather Chellett* Date: *8-24-09*

Signature: *David L. Hruby* Date: *9/24/09*

AP&P Approval

Date: _____

Proposed CS Class

Photoshop From the Pros

Facilitated by Professor Cynthia Kincaid

Course Description:

Watch industry professionals demonstrate how they work in Photoshop as they use the world's leading digital imaging software to create a variety of visual creative works. You will see artists retouch and refine portraits and other images, and see how the "tricks of the trade" are applied to a variety of commercial projects that are typical of the visual arts industry. This course is a great opportunity to receive an overview of Photoshop from professionals who use it everyday. Q&A period follows demonstrations.

Course Outline:

1. The Basics
2. Portrait Retouching
3. Special Effects
4. Combining Images and Text

RECEIVED
NOV 16 2009
BY: *M. J. Maurer*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA
TITLE: How to Become a Debt-Free Real Estate Investor
INSTRUCTOR: Seewing Yee
HOURS: 3 hrs. (1 meeting)
ENROLLMENT FEE: \$39 MATERIALS/SUPPLIES FEE: \$49 (Optional)
ENROLLMENT EXPECTED: 10-39

DESCRIPTION OF OFFERING: Seewing Yee, Real Estate Network owner and financial advisor, presents a revolutionary approach to achieving true financial independence. This class is perfect for anyone who is interested in becoming a debt-free real estate investor. You will learn how to buy a portfolio of positive cash flow investment properties and use the positive cash flow to pay off your mortgages (including your principle home) in less than 10 years. Develop and use your new skills to retire early, debt free!

INSTRUCTOR BIOGRAPHY: Seewing Yee holds a Master's degree in Taxation, has 20 years of experience in comprehensive financial planning with major financial institutions, and owns a Real Estate Investment Network and a successful credit restoration and counseling company.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: <i>Thomas Quill</i>	Date: <i>11-9-09</i>
Signature: <i>B. B. B.</i>	Date: <i>11-12-09</i>

AP&P Approval:
Date: _____

How to Become a Debt-Free Real Estate Investor

You will learn:

A revolutionary approach to achieve true financial independence

- How to buy a portfolio of positive cash flow investment properties, with low down payments
- Then using the positive cash flow to pay off all of your mortgages, including your principal home in 6-9 years
- Then retire completely debt free with passive income for the rest of your life
- The key to financial independence is to first “invest” in your debts by using our simple linear math variable path methodology to eliminate all of your debts, including credit cards, car loans, student loans, lines of credit, principal home loans, and investment property loans, current and future.

Optional Materials fee of \$49.00 is payable to the instructor at the door for comprehensive workbook. Bring a list of all debts, calculator, and pencil. Husbands and wives are strongly encouraged to attend together.

TRANSFORMING DEBT INTO WEALTH®

Table of Contents

WELCOME .....	.4
THE PROMISE .....	.5
As of today you are as good as debt free! .....	.5
THE PROBLEM .....	.8
Being in Debt Means... ..	.8
Being in Debt is Damaging to... ..	.9
Why Are We Obsessed with Using Credit? .....	.10
Major Causes of Damage: Mortgages and Car Loans .....	.12
Still More Damage – Credit Cards .....	.15
Using Credit Actually Lowers Your Standard of Living .....	.15
Zero Percent Interest and Frequent Flier Cards .....	.16
It's Not All Your Fault .....	.17
You are Likely a Millionaire in the Making .....	.18
Who's Scripting Your Dreams? .....	.19
Keeping up with the Jones is insane! .....	.20
Who Built This Financial Prison? .....	.21
The Monthly Payment Trap .....	.22
How Are You Doing So Far? .....	.26
Frequently Asked Questions about the Debt Problem .....	.38
THE SOLUTION .....	.31
The Three Stages of Transforming Debt into Wealth® .....	.31
Stage One: Operate on a 100% CASH Basis .....	.32
Operating on Cash – Get Rid of the Plastic .....	.33
What's it Like to Operate on Cash? .....	.35
Stage Two: Pay Off ALL Debts, Including Any Mortgages .....	.36
Stage Three: Focus All Available Cash on Continued Wealth Building .....	.37
The Cascading Debt-Elimination System™ .....	.38
Your Accelerator Margin™ .....	.40
Watch the Power of Mathematics .....	.41
Now Let's Pay Off Your Debts .....	.44
FAQ's About Debt Elimination .....	.46
Your Accelerator Margin™ is the Key .....	.50
Finding Accelerator Margin™ Money .....	.52
From Snowflake to Avalanche .....	.53
Frequently Asked Questions about the Accelerator Margin™ .....	.58
Manage Your Spending to Maximize Your Accelerator Margin™ .....	.59
Impulse Spending – a Wealth Drain .....	.59
The C.I.A. Is Out to Get Your Money .....	.59
The Discipline of Cash .....	.60
Money-saving Shopping Tips to Build Your Accelerator Margin™ .....	.61

Step-by-Step to True Financial Independence

Shrinking Santa's Stocking .....	.63
Wisdom From The Depression .....	.64
Don't Give Up on Giving .....	.66
Keeping Car Costs Under Control .....	.67
The Millionaire's Guide to Buying a Used Car .....	.69
Frequently Asked Questions about Financial Freedom .....	.70
A Day in the Life of A TDIW Graduate .....	.72
THE OPPORTUNITY .....	.74
You Now Have the Opportunity to Redesign Your Life .....	.74
Work It Out: Your Financial Freedom Lifestyle To-Do List .....	.75
Make the Commitment .....	.76
Now it's Up to You .....	.76
APPENDIX A PERSONAL FINANCIAL STATEMENTS .....	.78
Instructions for Completing Personal Financial Statements .....	.78
Step 1 – Get your records together. ....	.78
Step 2 – Complete Worksheets A-1 through A-11.	
Record payments, withdrawals, and charges to the appropriate expense worksheets. ....	.79
Step 3 – Complete Worksheet B-1 – Summary of Monthly Expenses. ....	.86
Step 4 – Complete Worksheet B-2 – Summary of Monthly Income. ....	.86
Step 5 – Complete Worksheet B-3 – Reserve for Infrequent Expenses .....	.86
Step 6 – Complete Worksheet C – Personal Financial Statement Summary ...	.88
Step 7 – Begin your journey to financial freedom. ....	.88
APPENDIX B RESOURCES .....	.90
Software .....	.90
Newsletters .....	.90
Debt Elimination Time Calculator .....	.92
Accelerator Margin Find Form .....	.93
Planned Spending System .....	.95
Calculating Your Debt Payoff (\$30,000 household) .....	.96
Calculating Your Debt Payoff (\$60,000 household) .....	.97
Calculating Your Debt Payoff (\$150,000 household) .....	.98
Calculating Your Debt Payoff (your debts) .....	.99
Wealth Building Time Calculator .....	.100
APPENDIX C SEMINAR OUTLINE .....	.101
The Promise .....	.101
The Problem .....	.101
The Solution .....	.105
The Opportunity .....	.108

Instructor SeeWing Yee, BBA in Accounting and Masters of Science (M.S.) in Taxation, is a California licensed real estate broker. He has over 20 years of financial planning experience with major Wall Street firms, has owned a credit repair company for over 20 years, and is a retired US Army with 20 years of military service. He is currently the founder and CEO of Yee Real Estate Network in Fremont, CA and has coached and mentored thousands of individuals to financial success over the past several decades

Course Outline

1. The problem
2. The Solution - 3 Stages of being Debt Free
 - 100% Cash
 - Pay off All Debts
 - Focus all in Wealth Building
 - Invest in Real Estate to Rebuild Wealth
3. Debt Pay off Calculation Worksheet
4. Lifestyle to do List
5. Financial Freedom

RECEIVED
NOV - 2 2009
BY: *Maurice*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBA
TITLE: Busy Mom's Book Club
INSTRUCTOR:
HOURS: 1 hr. - 5 meetings
ENROLLMENT FEE: \$50 MATERIALS/SUPPLIES FEE: \$20
ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Are you a busy Mom, always on the go? Dr. Ellen Colman, Antelope Valley College Professor and busy mom herself, will present Mom-based literature. Topics will focus on all aspects of motherhood including child-rearing, relationships, and family. Excerpts from books will be provided for your enjoyment and discussion; only excerpts - we're busy Moms after all! Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club.

SPECIAL NEEDS:

Facilities:

Audio/Video:

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: <i>Sandra Harmon</i>	Date: <i>10/30/09</i>
Signature: <i>Karen W. Cowell</i>	Date: <i>10/29/09</i>

AP&P Approval:
Date: _____

Per your request.

--
Elayne S. Davis
Antelope Valley College
Corporate & Community Services
3041 W. Avenue K, SSV 126
Lancaster, CA 93536
661.722.6300, ext. 6584

----- Original Message -----

From Ellen Coleman <ecoleman214@hotmail.com>
Date Sat, 07 Nov 2009 07:59:11 +0000
To Elayne Davis <edavis@avc.edu>
Subject RE: Request

Hi Elayne,

Hope this is okay:

"Hello. I'm Dr. Coleman and I have been an adjunct instructor at AVC for the past six years, where I currently teach American Political Institutions. I was born and raised in the Antelope Valley and actually received my AA degree from AVC, before moving on to Claremont Graduate University, where I eventually graduated with a Ph.D. in Political Science. I also hold a MPA, which I obtained from SDSU.

I am a full-time peace officer and have been employed as a state investigator for ten years. I also hold a P.I. license. In 2002, I gave birth to my daughter, Alexis, and it was the happiest day of my life! I am the typical busy mother, working and raising a child. Although my days are very challenging, I have still found the time, alright, made the time, to read – some days just a few pages at a time, but still reading nonetheless. Diving into a good book is a great way to escape, if only for a few minutes, and it was my love of reading and books that gave way to the underlying premise for my course proposal, The Busy Mom's Book Club."

Ellen Coleman, Ph.D.

> Date: Wed, 4 Nov 2009 12:34:45 -0800
> From: edavis@avc.edu
> Subject: Request
> To: ecoleman@avc.edu
>
> Your "Busy Mom's Book Club" class proposal is coming up for review by
> the AP&P committee next week. We've been asked to provide a short bio on
> you. Please email me a response as soon as you are able, so I may
> forward it on.
> Thank you,
>
> --
> Elayne S. Davis
> Antelope Valley College
> Corporate & Community Services
> 3041 W. Avenue K, SSV 126
> Lancaster, CA 93536
> 661.722.6300, ext. 6584
>

Find the right PC with Windows 7 and Windows Live. Learn more.

Busy Mom's Book Club
Course Description

Target Audience

The target audience for this course will be mothers between the ages of 30 and 50.

Possible flier, pamphlet, or advertising would involve the following script:

"Are you a busy Mom? Are you always on the go? Dr. Coleman is a professor at Antelope Valley College and a busy mother, just like you. Come join Dr. Coleman and other mothers to discuss Mom-based literature. Topics will focus on all aspects of motherhood, to include child-rearing; relationships; family; etc. Because we're busy mothers, we'll only read *excerpts* from various books (excerpts provided in class) and discuss the readings each week. Take some time for yourself and unwind with Dr. Coleman at the Busy Mom's Book Club!"

Prerequisites

Participants should enjoy reading and discussing literature.

Detailed Course Outline

The class will meet for one hour, on a selected day, to discuss excerpts/chapters from various books addressing issues concerning motherhood. The class will run for five weeks. All excerpts/chapters will be classified as *materials* and provided to the students on the first day of class for a \$20 fee. I will lead the discussion and solicit class participation from the group regarding the assigned readings.

Text or Materials Required

Possible books for discussion include the following:

The Mask of Motherhood; How Becoming a Mother Changes Our Lives and why we Never talk About it – Susan Maushart

You're Not the Boss of Me; Adventures of a Modern Mom – Erika Schickel

Motherhood Deferred, A Woman's Journey – Anne Fleming

Mother on Fire; A True Mother's Story About Parenting – Sandra Tsing Loh

Baby Love; Choosing Motherhood After a Lifetime of Ambivalence – Rebecca Walker

Life Laughs; The Naked Truth About Motherhood, Marriage, and Moving On – Jenny McCarthy

To Hell With All That; Loving and Loathing Our Inner Housewife – Caitlin Flanagan

The Honeymoon's Over; True Stories of Love, Marriage, and Divorce – edited by Andrea Chapin and Sally Wofford-Girand

Creating a Life: What Every Woman Needs to Know About Having a Baby and a Career
– Sylvia Ann Hewlett

Choice: True Stories of Birth, Contraception, Infertility, Adoption, Single Parenthood & Adoption – edited by Karen Binder and Nina de Gramont

America's Cheapest Family Gets You Right on the Money – Steve and Annette Economides

The Bitch in the House: 26 Women tell the Truth About Sex, Solitude, Work, Motherhood, and Marriage – Cathi Hanauer

Flux: Women on Sex, Work, Love, Kids, and Life in a Half-Changed World – Peggy Orenstein



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
NOV - 6 2009
BY: *M. Auregio*

NUMBER: TBA

TITLE: Profitable Selling for Small Business

INSTRUCTOR: Asim Khan

HOURS: 3 hrs. (1 meeting)

ENROLLMENT FEE: \$ 39 MATERIALS/SUPPLIES FEE: \$30 (Optional \$20 for CD)

ENROLLMENT EXPECTED: 10-25

DESCRIPTION OF OFFERING: Asim Kahn, business advisor, author, and global-trade expert provides small businesses with information to gain the edge with their sales efforts. If your customers are cutting back, new business has become harder to find, or your competition out-prices you, this class is for you! Entrepreneurs who master selling basics find more prospects and close more sales. You will learn how to connect with decision makers, display confidence in yourself and your business, handle objections, and build credibility. This is the opportunity to gain that "edge" in your sales efforts and be seen as an expert in your industry.

INSTRUCTOR BIOGRAPHY: Asim Kahn, founder and Chief Officer of Khanstellation Group, Inc., is a business advisor, author, educator, and world-renowned expert in global trade, with more than 16 years of international business experience.

SPECIAL NEEDS:

Facilities: Large table

Audio/Video: Projection system

Other:

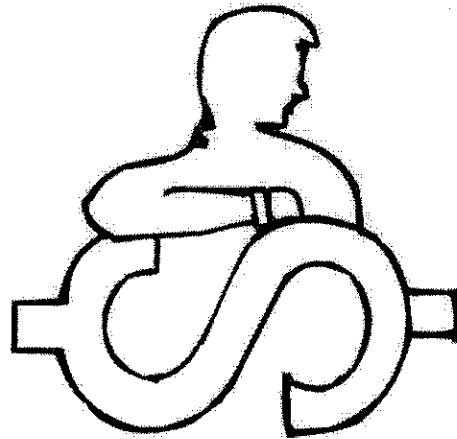
Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: *11-5-09*

Signature: *[Signature]* Date: *11-05-09*

AP&P Approval:

Date: _____



PROFITABLE SELLING FOR SMALL BUSINESSES

Asim Khan

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30552 Puerto Vallarta
Laguna Niguel, CA 92677
Email: info@kompasspublishing.com

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The information included has been carefully prepared and is correct to the best of our knowledge as of the publication date.

This book is written with the understanding that the author was not engaged in rendering legal services. The information included has been carefully prepared and is correct to the best of his knowledge as of the publication date. If you require legal or expert advice, the services of professionals should be used. The author disclaims any personal liability, either directly or indirectly, for advice or information presented in this book.

The information as described herein has been used successfully to obtain profitable business for some of the persons who have used it. Although all efforts have been expended to supply the latest in complete, accurate and up-to-date information, it must be understood that the ultimate success of the user is dependent upon market conditions, efforts expended by the user, and other variable factors that are beyond the control of the authors, and that neither the users' actual expenses nor profits are guaranteed nor implied.

Throughout this book, trademarked names are used. Rather than put a trademark symbol after every occurrence of the trademarked name, we used the names in an editorial fashion only, and to the benefit of the trademark owner, with no intention of infringement of the trademark.

At the time this edition was printed and released, all of the sites listed herein were active and accessible to anyone having access to the Internet. Neither the author nor the publisher is responsible for broken links, abandoned sites, or changes that are beyond their control.

Books are available at special, quantity discounts for bulk purchases, sales promotion, premiums, fund-raising or educational use. For details contact Kompass Business and Professional Publishing at 949-363-0369 or www.kompasspublishing.com.

Table of Contents

Chapter 1	6
Selling: Is This Manual Right for You?.....	6
What Business Schools Forget to Teach.....	9
What Sales Really Is & Is Not	11
Succeeding in Sales.....	13
Sales Professional Characteristics.....	15
Sales Myths Debunked	17
Chapter 2.....	22
Time Management	22
How to Analyze your Time Management Skills?.....	23
The Characteristics of a Good Time Manager	23
The Characteristics of a Poor Time Manager	24
Managing your Time Effectively	25
Importance of Having a "System"	28
Five Step Closed Loop System	29
Goal Setting	31
What are the Principles of Goal Setting?	32
Planning for Success	33
Chapter - 3.....	34
Sales Success starts with Business Planning	34
Business Planning in Sales.....	35
What Is a Good Business Plan?	36
The Value Proposition	36
Developing a Sales Plan.....	37
Measuring Success with Metrics	40
What are the Five Sales Metrics?.....	41
Knowing the Competition.....	41
Ways to Beat the Market Competition.....	42
Chapter 4.....	45
Prospecting to Greener Pastures	45
Planning and Strategizing Things	47
How to Move the Prospect to Greener Pastures	48
Rules to Live By	49

Lead Management: CRM Systems	54
Why do CRM Systems Fail in Some Companies?	55
The Prospecting Funnel	58
Stages of Development in a Prospecting Funnel	59
Objectives to Achieve	60
How can you Collect the Information?	63
Determine Profit Priorities	64
Procrastination involved in conversion of Suspect into Prospect.....	65
How to Counter Attack Procrastination?	66
Have you Done Competitive Advantage Analysis?.....	69
Unique Competitive Advantages	70
Competitive Advantages	70
Competitive Disadvantages	71
Lead Sources.....	71
Chapter 5	74
Using the Telephone to Set Appointments	74
Developing Funneling Questions.....	75
Writing a Script.....	76
Customer Management Principles	77
Preparing to Call	79
Sample Script.....	81
Chapter 6	83
Selling Methodology.....	83
The Process	86
Consultative Sales	88
Preparing for the 1st Visit.....	90
Chapter 7	94
Presentation Basics	94
Content and Form	96
Meeting Do's & Don'ts.....	96
Making the Presentation	97
Chapter 8	99
Objections and Closing Techniques.....	99
Closing Techniques.....	101

General Closing Techniques	102
Managing Rejections	104
Three Common Reasons for Rejections/Objections	105
Some Instant Tips on Managing Rejections	107
Typical Objections and Closes.....	108

Welcome!

Before we begin, a few steps to ensure we start on time:

1. Please sign the attendance sheet.
2. Materials fee: \$30
3. Resource CD \$20 (optional)

Scheduled Breaks:

- 7:20 pm (10 minutes)
- 8:20 pm (10 minutes)

Chabot College

COMMUNITY EDUCATION

March 25, 2009

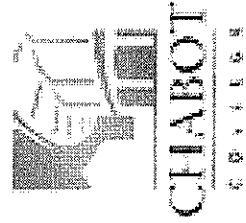
Wednesday (6:30 – 9:30 PM)



PROFITABLE SELLING

FOR SMALL BUSINESS

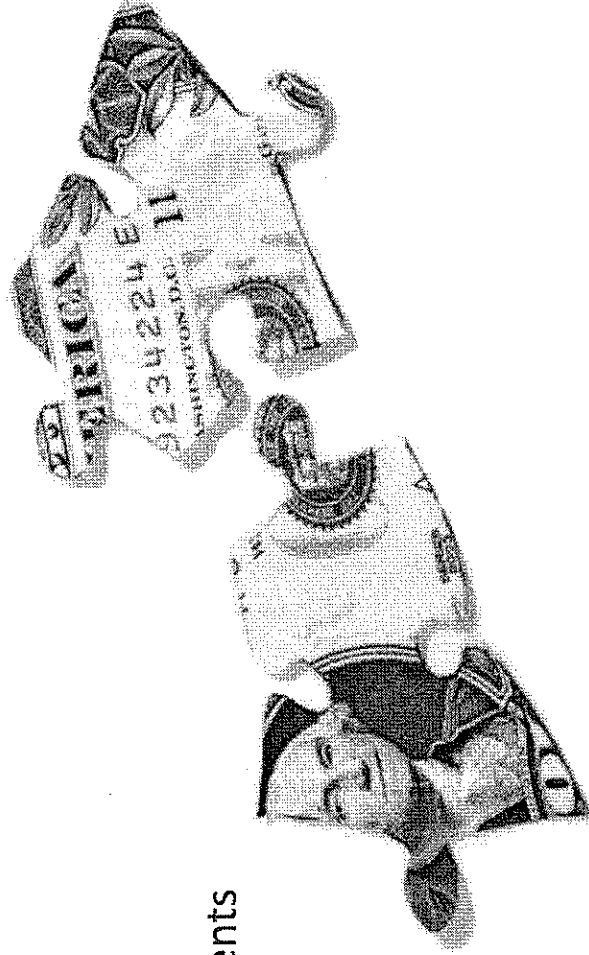
— Ann Hand





Agenda

- Introduction to Sales
- Selling
 - Succeeding in Sales
 - Telephone Sales
 - Consultative Sales Method
- Prospecting/Setting Appointments
 - Prospecting
 - Lead Management
 - Writing A Script
 - Setting the Appointment
- Closing the Deal
 - Defining Value
 - Making the Presentation
 - Closing Techniques
 - Handling Objections





ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

RECEIVED
NOV - 6 2009
BY: *M. Maguire*

NUMBER: TBD

TITLE: Fundraising Fundamentals

INSTRUCTOR: Dr. John Drew

HOURS: 6 hrs. (1 meeting)

ENROLLMENT FEE: \$50 MATERIALS/SUPPLIES FEE: \$34

ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: "Unlike sales," says Dr. Drew, "Fundraising requires exceptional political, interpersonal, and research skills." In this workshop, the award winning author, trainer, and consultant introduces simple but proven ideas for success now. Participants will learn how fundraising has evolved, and how new software, New Raiser's Edge and Fundraiser, will make it easier to track donors and reduce the pressures of a face-to-face request.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund-Raising professionals (Orange County chapter).

SPECIAL NEEDS:

Facilities: Classroom with computer

Audio/Video: Need projector system

Other:

Required Approval by Division Dean and AP&P Representative:

Signature: *[Signature]* Date: 11-5-09

Signature: *[Signature]* Date: 11-05-09

AP&P Approval:

Date: _____

What audience is this class designed for? Professionals

Minimum age to attend your class (i.e. 14-18, 16-18, etc) 18+

Class size limits: Minimum 10 Maximum 20

Course Outline (Please give a brief summary of the course content. If necessary, you may attach a separate outline sheet to this form.) See attached course outline.

Instructor qualifications/highlights related to the class being taught. (Submission of a resume is required.)

John Drew is the Managing Director of Drew & Associates, a grant-writing consulting firm based in Laguna Niguel, California. The firm's motto is "We Find Ways to Grant You Money." As a non-profit fund-raiser, John has won \$5.5 million for Southern California charities. Since 1996, he has been a member of the Association of Fund-Raising Professionals – Orange County Chapter (AFP-OC). John received his Ph.D. in political science from Cornell University in 1987. In 1989, he won the William Anderson Award from the American Political Science Association (APSA) for the best doctoral dissertation in the nation in his field. (He published this work in 1994.) Dr. Drew has served as an Assistant Professor at both the University of Oregon in 1986 and at the nation's #1 rated liberal arts college - Williams College in Massachusetts - from 1986-1989.

Fundraising Fundamentals – One Day Workshop

Instructor: John C. Drew, Ph.D.

Overview: Fundraising looks easy, but it isn't. "Unlike sales," says Dr. Drew, "fundraising requires exceptional political, interpersonal, and research skills." In this course, an award winning author, trainer and consultant introduces a series of simple, but proven ideas that make the dull fundraising literature surprisingly exciting and valuable.

Session One – The Value of Starting at the Top

Time: 9:00 a.m. to 10:55 p.m.

- A. Introduction and acquaintance, introduction to format and course.
- B. Why speed and decisiveness win money for your agency.
- C. Why fund-raising is not exactly the same as sales.
- D. Philosophy – history and future of fund-development.
- E. The value of going right to the top.
- F. Corporation and foundation solicitation.
- G. How to do donor/prospect research.

Session Two – No Pressure Fundraising Techniques

Time: 11:00 p.m. to 1:55 p.m.

- A. Direct marketing: agency positioning.
- B. Direct mail.
- C. How to sign your letter.
- D. Public/community relations.
- E. New no pressure group solicitation models and methods.
- F. The big ask.
- G. Special events.
- H. Donor cultivation and recognition.

Session Three: The Skillful Use of Gentle Pressure

Time: 2:00 p.m. to 3:55 p.m.

- A. Major gifts (current and deferred).
- B. How to ask.
- C. How to help others ask.
- D. When to ask.
- E. Where to ask.
- F. Final thoughts on the amazing benefits of planned giving and how to start.

RECEIVED
DEC - 1 2009
BY: *M. K. ...*



ANTELOPE VALLEY COLLEGE

Academic Affairs Office
COMMUNITY SERVICE OFFERING OUTLINE

NUMBER: TBD
TITLE: Grant Writing - Intermediate
INSTRUCTOR: Dr. John Drew
HOURS: 6 hrs. (1 meeting)
ENROLLMENT FEE: \$50 MATERIALS/SUPPLIES FEE: \$34
ENROLLMENT EXPECTED: 10/20

DESCRIPTION OF OFFERING: This class is directed towards professionals, providing immediate information access needed to obtain resources from corporations, foundations, and government agencies. You will have step-by-step guidance on how to become a grant-writing consultant or to create a non-profit charity. John C. Drew, Ph.D., is a speaker, author, and consultant with an 80% success rate at winning federal funding.

INSTRUCTOR BIOGRAPHY: Dr. John Drew is the managing director of Drew & Associates, a grant-writing consulting firm. Since 1996, he has been a member of the Association of Fund Raising professionals (Orange County chapter).

SPECIAL NEEDS:

Facilities: Computer Lab; will use PowerPoint
Audio/Video: Need projector system
Other: Access to the Internet

Required Approval by Division Dean and AP&P Representative:
Signature: *J. Roman* Date: *11-13-09*
Signature: *B. Beyer* Date: *11-10-09*

AP&P Approval:
Date: _____

Grant Writing Intermediate

Instructor: John C. Drew, Ph.D.

Session One -- How Can Individuals Win Money Through Grants?

Time: 9:00 a.m. to 10:50 a.m.

Topics:

- A. How much do I need to remember from Grant-Writing Fundamentals?
- B. The bad news first: The truth about individual grants.
- C. What are the practical alternatives of scholarships and research funding?
- D. How do I write a personal profile in a scholarship essay?

In-Class Writing Assignment(s):

- ✦ Draft a personal profile for a scholarship application.

Session Two -- How Do I Establish My Own Non-Profit Organization?

Time: 11:00 a.m. to 1:55 p.m. (Note: Includes a one (1) hour break for lunch.)

Topics:

- A. How to I establish my own non-profit organization?
- B. How do I pick a name?
- C. How do I get started on my articles of incorporation?

In-Class Writing Assignment(s):

- ✦ Participants draft their own Articles of Incorporation to familiarize themselves with State of California application guidelines.

Session Three: How Do I Quickly Generate Funding for My Own Non-Profit or Set Myself Up as a Grant-Writing Consultant?

Time: 2:00 p.m. to 3:45 p.m.

Topics:

- A. How do I quickly go about raising money for my own non-profit?
- B. What is the value of doing a "case statement?"
- C. Why do I need to write a business plan?
- D. What do I need to get started legally?
- E. What program should I follow to win clients?
- F. What should I say to new clients?
- G. What books and other resources should I know about?

In-Class Writing Assignment(s):

- ✦ Participants draft a sample case statement, following a winning example, to guide solicitation efforts for their own charity.
- ✦ Participants draft a sample products and services flyer for their new consulting business.

The Nine Greatest Pathways for Profiting from Grants: How to Get the Resources You Need from Corporate, Foundation and Government Sources. (2nd Edition)

by John C. Drew, Ph.D.

Managing Director
DREW & ASSOCIATES

DREW & ASSOCIATES
25195 Via Catalina, Suite A
Laguna Niguel, CA 92677 USA
Tel: 949.643.8058 Fax: 949.643.8375
E-mail: johndrew25@msn.com

Table of Contents

Cover	i
Title Page	ii
Acknowledgements	iii
Table of Contents	iv
Chapter One – The Fastest Ways to Get the Money You Need	1
The tough question: How can I profit from grants?.....	1
A quick review of the earlier booklet	3
What we will cover in this booklet	4
I’m on your side	5
Chapter Two – You Can Get Money as an Individual.....	6
Thoughts on Matthew Lesko	6
For authoritative information, trust the Foundation Center	6
For personal assistance go right to the source	7
Chapter Three: You Can Get Money Working with a Nonprofit	8
Get yourself a fiscal agent.....	8
Chapter Four: You Can Get Money Through Scholarships	9
Start with the basics: Getting good at multiple choice tests	9
Dealing with affirmative action issues in your scholarship application.	9
A simple profile of success.	10
Remember how your enthusiasm is important to them	11
Dealing with other sorts of scholarship applications	11
Chapter Five: You Can Start Your Own Nonprofit Organization and Then Work for It.....	12
Start with Anthony Mancuso’s book: How to set-up a California nonprofit.....	12
The smaller the board, the better your peace of mind.....	12
Raise quick money for your charity the old-fashioned way.	13
Try group solicitation techniques for an alternative approach.....	14
Simple techniques for growing your small charity into a large charity.....	14
Chapter Six: You Can Become a Grant-Writing Consultant.....	17
Who does consulting?	17
The considerable value of a business plan.....	17
Basic equipment.....	18

How to win business for your consulting practice.....	21
How to invoice clients.	22
The value of not being an entrepreneur	22
Steps to make your grant writing consulting business take off.	24
What to do if you have never written a grant before.	27
The surprising value of being picky about who you work for.....	27
Sample products & services flyer	29
Sample business announcement letter	30
Sample letter seeking help to grow the business	31
Sample invoice.....	32
Sample proposal letter.....	33
Chapter Seven – You Can Start with Easier Specialized Grants	36
Thoughts on “seed” money	36
Thoughts on “technology” grants	36
Chapter Eight – You Can Get Money for a Faith-Based Organization.....	38
The new advantages enjoyed by faith-based organizations.....	38
The advantage of going to the federal government for funding	38
The limits of grants made to faith-based organizations.....	39
Chapter Nine: You Can Apply for Federal Grants	40
How to write a successful federal grant application	40
Chapter Ten: You Can Secure an SBA Guaranteed Loan: The Best Free Money of All	42
Technically, SBA guaranteed loans are not really grants.....	42
Take advantage of the Service Corps of Retired Executives (SCORE) too	43
Chapter Eleven: You Do Not Have to be Intimidated by Grants	44
Do funders a favor by sharing what you do best	44
Conclusion	44
Biographic information on John C. Drew.....	45