



Curriculum Committee Agenda

Wednesday, April 18, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Sasha King	Emin Menachekanian	David Shirinyan
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Estela Narrie	Audra Wells
Eve Adler	Jae Lee	Dana Nasser	Joshua Withers
Guido Davis Del Piccolo	Jing Liu	Lee Pritchard	Associated Students Rep
Christina Gabler	Emily Lodmer	Elaine Roque	Associated Students Rep
Maral Hyeler	Georgia Lorenz	Redelia Shaw	

Interested Parties:

Clare Battista	Patricia Burson	Dione Carter	Estela Ruezga
William Bloom	Vicki Drake	Stacy Neal	Scott Silverman
Maria Bonin	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Tammara Whitaker

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

(Information items are listed numerically; action items are listed alphabetically)

I.	Call to Order and Approval of Agenda	
II.	Public Comments <i>(Five minutes is allotted to any member of the public who wishes to address the Committee.)</i>	
III.	Announcements	
IV.	Approval of Minutes	3
V.	Chair’s Report:	
VI.	Information Items:	
	I. Guided Pathways Update	
	<i>(Courses: Non-Substantial Changes)</i>	
	2. ESL NC 900 English as a Second Language Level 0	
VII.	Action Items:	
	<i>(Courses: New)</i>	
	a. COUNS NC 901 Transition to College.....	6
	b. COUNS NC 902 Career and Workforce Readiness.....	10
	<i>(Courses: Substantial Changes)</i>	
	c. ESL NC 901 English as a Second Language Level I	14

d. ESL NC 902 English as a Second Language Level 2.....	17
e. ESL NC 903 English as a Second Language Level 3 (new skills advisory: ESL NC 902).....	20
f. ESL NC 904 English as a Second Language Level 4 (new skills advisory: ESL NC 903).....	24
g. ESL NC 905 English as a Second Language Level 5 (new skills advisory: ESL NC 904).....	28
h. ESL NC 906 English as a Second Language Level 6 (new skills advisory: ESL NC 905).....	32
i. ESL NC 980 ESL Citizenship Test Preparation (change from POL SC 930).....	36

(Courses: Distance Ed)

j. ESL NC 980 ESL Citizenship Test Preparation.....	36
---	----

(Programs: New)

k. Transition to College and Career: Certificate of Completion.....	41
---	----

(Programs: Revisions)

- i. Changes to degrees and certificates as a result of courses considered on this agenda

VIII. New Business

- Discussion of Board Policy 4025

IX. Old Business:

- Department Certificates Discussion

X. Adjournment

Please advise Jennifer Merlic (x. 4616), Brenda Antrim (x. 3538) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, April 4, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Sasha King	Georgia Lorenz	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	Jae Lee	Estela Narrie	Audra Wells
Christina Gabler	Jing Liu	Dana Nasser	Joshua Withers
Maral Hyeler	Emily Lodmer	Lee Pritchard	

Members Absent:

Eve Adler	Elaine Roque	Associated Students Rep	Associated Students Rep
-----------	--------------	-------------------------	-------------------------

Others Present:

Rachel Demski	Kristin Lui-Martinez	Matthew Musselman	Irena Zugic
Judith Douglas	Mitra Moassessi	Scott Silverman	

(Information items are listed numerically; action items are listed alphabetically)

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:08 pm. A motion was made to approve the agenda, amended to include review and approval of the Curriculum Committee stance on the ADT C- update under new business. This is considered urgent, as it is intended to provide feedback to inform and support the Academic Senate President at the upcoming Plenary.

Motion made by: Estela Narrie; **Seconded by:** Dana Nasser

Y: 15

N: 0

A: 2 (Guido Davis Del Piccolo, William Konya)

Not present for vote: David Shirinyan

II. Public Comments

None

III. Announcements

Josh Withers made an announcement of the Annual SMC Student Photography Exhibit Gallery Opening, happening Saturday, April 21 from 6:00 pm – 8:00 pm at the Barrett Art Gallery at SMC Performing Arts Center & SMC Photo Gallery at SMC Main Campus.

IV. Approval of Minutes

Motion made by: Emily Lodmer; **Seconded by:** Audra Wells

Y: 17

N: 0

A: I (Maral Hyeler)

V. Chair's Report

- All courses from the past two curriculum meetings were approved by the Senate.
- Some guidance has come down from the Chancellor's office regarding implementation of AB 705 for English courses. Information for math and ESL is not yet available.
- Estela will submit Couns 12 for UC transferrability in June, as UC Davis is now offering a similar course and the UC will now accept career courses as long as they don't deal solely with resume writing, interviewing, etc. Caveat: there will be a 3 unit limit so students would be able to transfer either Couns 20 or Couns 12 to UC but not both.
- SMC has received approval for all 5 short term vocational and workforce prep non-credit programs, so we can start offering them. This has been reported to DPAC.
- Upcoming Curriculum events from ASCCC: <https://www.asccc.org/calendar/list/events>
2018 Spring Plenary Session: April 12-14, San Mateo. Registration open, preliminary program up.
2018 Career and Noncredit Education Institute: May 3-5, Westin South Coast Plaza
Guided Pathways Regional Meeting – South: May 11, 2018 Pasadena City College
2018 Spring Curriculum Regional South: May 19, 2018 Cerritos College.

VI. Information Items:

I. Guided Pathways Update

Minor update to Pathways – Guido and William are still working on creating mini-teams.

Reminder made to curriculum reps to please assist in other departments/areas; you don't need to be a part of that discipline/have expertise in that area to work on the pathways projects with them.

(Courses: Non-Substantial Changes)

2. ET 31A: Digital Video Fundamentals
3. ET 32: Digital Compositing
4. ET 91: Perspective Drawing
5. ET 92: Figure In Motion
6. PHOTO 37: Advanced Black And White Printing Techniques
7. PHOTO 39: Beginning Photoshop

VII. Action Items:

(Courses: New)

- a. MATH IA: Bridge to College Mathematics
- b. MATH IB: Bridge to College Mathematics 2 (prerequisite: MATH IA)
- c. MATH IC: Bridge to College Mathematics 3 (prerequisite: MATH IB)

(Approved with changing course title Math IA to Math I and minor edits to all courses)

Motion made by: Maral Hyeler; **Seconded by:** Audra Wells.

The motion passed unanimously

Motion to approve pre-requisites (Math I for Math IB, and Math IB for Math IC)

Motion made by: Georgia Lorenz; **Seconded by:** Guido Davis Del Piccolo

The motion passed unanimously

(Courses: Distance Ed)

- d. DANCE 2: Dance In American Culture

Motion made by: Georgia Lorenz; **Seconded by:** Redelia Shaw

The motion passed unanimously

(Courses: Substantial Changes)

- e. ET 75: Digital Production For 2D Animation (addition of skills advisory: ET 19A)
- f. FASHN 21: Digital Fashion Portfolio (addition of skills advisory FASHN 9A as an alternative option to FASHN 18)
- g. NURSNG 2 (addition of prerequisite: NURSNG 36)
- h. NURSNG 3 (addition of corequisite: NURSNG 17)
- i. NURSNG 5 (addition of prerequisite: NURSNG 17)

Motion to approve all substantial changes as one block vote with no changes

Motion made by: Estela Narrie; **Seconded by:** William Konya

The motion passed unanimously (Guido Davis Del Piccolo not present for vote)

(Programs: Revisions)

- j. Changes to degrees and certificates as a result of courses considered on this agenda
None

VIII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- k. Prerequisite equivalency of Math 1A, B, C for the following courses: Math 2, 3, 4, 18, 20, 21, 26, 31, 32, 41, 54

Motion made by: Estela Narrie; **Seconded by:** William Konya

The motion passed unanimously (Guido Davis Del Piccolo not present for vote)

IX. New Business

- AB 705 Guidance
No additional discussion – covered in chair’s report
- ADT C- Policy
Associate Degrees for Transfer and C- policy
 - Whereas Associate Degrees for Transfer (ADTs) are specifically to expedite community college student transfer into the California State University (CSU) System;
 - Whereas the CSU accepts the grade of ‘C-’ in the areas of English composition, critical thinking, oral communication and math, per Executive Order 1100, effective Fall 2017;
 - Whereas the California Community Colleges Chancellor’s Office (CCCCO) disallowing granting ADTs to our students who receive a ‘C-’ in these areas is a barrier to success and holds them to a higher standard than the CSU;
 - Resolved: The SMC Curriculum Committee/Academic Senate supports continuing the practice of accepting the grade of ‘C-’ in English composition, critical thinking, oral communication and math when awarding Associate Degrees for Transfer.

Motion to approve stance of the Curriculum Committee on the ADT C- Policy

Motion made by: David Shirinyan; **Seconded by:** Redelia Shaw

The motion passed unanimously

X. Old Business:

- Department Certificates Discussion
No discussion

XI. Adjournment

Motion to adjourn meeting at 5:00 pm

Motion made by: Georgia Lorenz; **Seconded by:** Audra Wells

The motion passed unanimously

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for COUNS NC 901 - Transition to College

Course Cover

Discipline	COUNS NC-COUNSELING - NONCREDIT
Course Number	901
Full Course Title	Transition to College
Catalog Course Description	This course is designed to assist students in transitioning from noncredit to credit programming, with the goal of improving literacy and preparing for a career and general skills for the workforce. Students will be introduced to higher education in the U.S., as well as study skills to improve time management, goal setting, written and oral communication, and strategies to increase their academic success. This course will focus on college readiness, educational planning and an overview of current college policies, special programs, student support services and community resources. NOTE: Non-native English speakers are recommended to complete ESL 904 or higher prior to taking this course.
Rationale	This course is intended to assist Noncredit students in transitioning to credit programming (short term certificate and/or degree/transfer programs). Many of our noncredit students are non-traditional adult learners and are not aware or knowledgeable of higher education options in the United States, and most likely would not have explored credit education options otherwise. Our current Noncredit SSSP efforts are geared towards the goal of assisting students through the matriculation process and college preparation, so the course seeks to serve a larger population in a classroom setting with an intentional focus on noncredit student needs. This is the first of a 2-course sequence needed in order receive a CDCP Certificate - Transition to College and Career Certificate of Completion.

Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No

Course Unit/Hours

Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (Progress Indicators Used)

Transfer/General Ed

Transferability	Does NOT transfer to CSU or UC
SMC GE Area:	Does NOT satisfy any area of SMC GE

Program Applicability

Designation	Noncredit
Proposed For	Certificate of Completion (Noncredit Only) -Transition to College and Career

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Formulate personal and academic short, intermediate and long-term goals.

2. Describe the college application and registration process.
3. Apply new and improved methods of study, time management and the utilization of learning resources.
4. Design a student educational plan.
5. Identify content in the college catalog and class schedule.
6. Identify the location of at least three SMC support services and/or community resources appropriate to the student's individual needs.
7. Identify basic differences among the segments of the California Higher Education systems as well as higher education in other states.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:

Course Content

30%	Introduction to higher education in the U.S. and transition to college
20%	Goal-setting, time management and study strategies for college success
15%	Educational Planning
30%	Introduction to student support services, community resources and noncredit to credit transition services
5%	Introduction to career and workforce readiness
Total: 100%	

Methods of Presentation

Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
Other Methods	Guest speakers and campus tour/visitation

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 10% - Class Participation Students must be in attendance and engage in classroom discussion. • 20% - In Class Assessment (noncredit) • 20% - Projects Counselor approved comprehensive educational plan. • 20% - Quizzes A total of 2-4 quizzes given throughout the semester. • 30% - Written assignments • 100% - Total
---------	--

Appropriate Textbooks

Formatting Style	APA
Other	1. College catalog/schedule of classes will be used as references for the course.

Assignments

Sample Assignment

Sample Assignment #1

SMC RESOURCES SCAVENGER HUNT

This activity is to help you learn about the resources that SMC offers to students. You will get into groups of ___ and you will go to the main campus to visit different offices and talk to the staff about the services. At each location you must take a picture OR bring a brochure/ flyer from the office. Below is an example, a list resources/programs you need to visit and information you need to find. Don't be afraid to ask questions, and have fun!

EXAMPLE:

Admissions and Records

Location: #12 on SMC Map (by 17th street and Pico)

Hours:

Monday, 8:30 a.m. – 4:30 p.m.

Tuesday, 8:30 a.m. – 6 p.m.

Wednesday, 8:30 a.m. - 6 p.m.

Thursday, 8:30 a.m. - 4:30 p.m.

Friday, 8 a.m. - 12 p.m.

Services:

Help with applying to SMC, get your records (transcripts), verify enrollment and GPA, and apply for graduation.

List Location, Hours and Services for:

Transfer Counseling Center, Financial Aid, Career Services Center, EOPS & CARE, Disabled Student Program and Services (DSPS) and Center for Wellness and Wellbeing.

Sample Assignment #2

Learning Style Inventory

Directions: Circle the letter before the statement that best describes you.

If I have to learn how to do something, I learn best when I:

(V): Watch someone show me how.

(A) Hear someone tell me how.

(K) Try to do it myself.

When I read, I often find that I:

(V): Visualize what I am reading in my mind's eye.

(A) Read out loud or hear the words inside my head.

(K) Fidget and try to "feel" the content.

When asked to give directions, I:

(V): See the actual places in my mind as I say them or prefer to draw them.

(A) Have no difficulty in giving them verbally.

(K) Have to point or move my body as I give them.

If I am unsure how to

(V) Write it in order to determine if it looks right.

(A) Spell it out loud in order to determine if it sounds right.

(K) Write it in order to determine if it feels right.

When I write I:

(V) I'm concerned with how neat and well spaced my letters and words appear.

(A) Often say the letters and words to myself.

(K) Push hard on my part or pencil and can feel the flow of the words.

If I had to remember a list of items, I would remember it best if:

(V): Wrote them down.

(A) Said them over and over to myself.

(K) Move around and used my fingers to name each item.

I prefer teachers who:

(V): Use a board or overhead projector while they lecture.

- (A) Talk with lots of expression.
- (K) Use hands-on activities.

When trying to concentrate, I have a difficult time when:

- (V): There is a lot of clutter or movement in the room.
- (A) There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

When solving a problem I:

- (V): Write or draw diagrams to see it.
- (A) Talk myself through it.
- (K) Use my entire body or move objects to help me think.

When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- (A) Read them out loud and talk to myself as I put the part together.
- (V) Try to put the parts together first and read later.

To keep occupied while waiting, I:

- (V): Look around, stare, or read.
- (A) Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

If I had to verbally describe something to another person, I would:

- (V): Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

If someone were verbally describing something to another person, I would:

- (V): Try to visualize what he/she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her/his description got too long and detailed.

When trying to recall names, I remember:

- (V): Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation where I met the person rather than the person's name or face.

Scoring instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Student Learning Outcomes

- 1.Student will demonstrate knowledge of the SMC matriculation process, including Orientation and assessment.
- 2.Student will develop an educational plan based on short and intermediate term goals identified in the course.
- 3.Student will be able to identify the location of at least three SMC support services and/or community resources appropriate to his/her individual needs.

Minimum Qualification

Minimum Qualifications: Counseling (Masters Required)

Library

- | | |
|--|-----|
| List of suggested materials has been given to librarian? | No |
| Library has adequate materials to support course? | Yes |

Santa Monica College
Course: NEW or Reinstatement

Expanded Course Outline for COUNS NC 902 - Career and Workforce Readiness

Course Cover

Discipline	COUNS NC-COUNSELING - NONCREDIT	
Course Number	902	
Full Course Title	Career and Workforce Readiness	
Catalog Course Description	This course is designed to introduce Noncredit students to the career exploration process and how to navigate the workforce and becoming gainfully employed. Students will engage in career exploration activities through formal assessments. Using online resources, students will learn to research career information, including job descriptions, work environments, employment opportunities, educational requirements, and potential earnings. This course will include interviewing techniques and resume writing. NOTE: Non-native English speakers are recommended to complete ESL 904 or higher prior to taking this course.	
Rationale	This course is intended to assist noncredit students with the tools necessary to prepare for and enter the workforce in the United States, as well as major selection for transition to for-credit programming. Many of our noncredit students are non-traditional adult learners and are not aware or knowledgeable of higher education and/or workforce options in the United States, and most likely would not have explored these options otherwise. Our current Noncredit SSSP efforts are geared towards the goal of assisting students through the processes of college and workforce preparation, so the course seeks to serve a larger population in a classroom setting with an intentional focus on noncredit student needs. This is the second course needed in order receive a CDCP Certificate - Transition to College and Career Certificate of Completion.	
Proposed Start	Year: 2018 Semester: Fall	
Proposed for Distance Ed	No	
Proposed for Global Citizenship	No	
Course Unit/Hours		
Variable Hour Exist	NO	
Credit Hours	Min: 0	
Weekly Lecture Hours	Min: 1.00 (Sem: 18)	
Total Semester Instructional Hours	18.00	
Total Outside-of-Class Hours	36.00	
Repeatability	May be repeated time(s)	
Grading Methods	Noncredit (Progress Indicators Used)	
Transfer/General Ed		
Transferability	Does NOT transfer to CSU or UC	
SMC GE Area:	Does NOT satisfy any area of SMC GE	
Program Applicability		
Designation	Noncredit	
Proposed For	Certificate of Completion (Noncredit Only) -Transition to College and Career	
Course Objectives		
Upon satisfactory completion of the course, students will be able to:		

1.Through basic career assessments, students will be able to identify a potential career and educational pathway.
2.Students will identify a job and be able to research and identify the job description and required education, training, skills, potential earnings and employment outlook.
3.Students will gain familiarity and practice with the job application process, including creation of a cover letter and resume.
4.Students will be able to establish a realistic action plan to obtain employment.
5.Student will learn how to successfully interview for a job and will demonstrate these skills in a mock interview.
6.Demonstrate appropriate attire for an interview.
7.Student will become familiar with the workplace culture.

Course Content

20%	Career Exploration and Assessments
20%	Career action plan, decision making and identifying barriers
30%	Resume Writing, Informational Interview, Internet job search, LinkedIn and Job application
10%	Mock Interview and Dress Attire
10%	Work culture
10%	Career Identification and Research

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Visiting Lecturers
---------	--

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 20% - Class Work Mock Interview • 20% - In Class Assessment (noncredit) Career Assessments • 20% - Papers Reflection papers • 30% - Written assignments Resume and Informational Interview • 100% - Total
---------	--

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Other	1. Reference material: Career and Workforce Readiness Course Packet. Includes: Basic Career Exploration Informational Interviewing Resume Writing LinkedIn Profile How to Apply for Jobs How to Prepare for an Interview Social Etiquette in the Workforce

Assignments

Sample Assignment

CAREER RESEARCH

This activity is to help you get information about an occupation to help you with making decisions about your career. You will need access to the Internet.

Go to www.choices360.com

Click Create an Account

Enter Access Key: CA01218

Click Next

Click the name of the role that best describes you in the Who Are You? Section

Enter your date of birth and select Santa Monica College – Select Next

Enter your account information. Create a user Account Name and Password. **IF INTERNET EXPLORER DOES NOT WORK FOR CREATING YOUR ACCOUNT, TRY A DIFFERENT BROWSER.** (for example, if you put an account name in and it keeps telling you it is already in use, this is an internet explorer issue)

You will use this to access the site each time you log in. Write your Account Name and Password in the spaces here:

Account Name: _____

Password: _____

Provide a secret question and answer to help if you forget your password

Check the box if you agree to the privacy policy and terms of the site, and then click NEXT

Click on Create Your Account –

Start using Choices360!

Click on Career Planning – in the menu bar

Click on Explore Careers – in the menu bar

Choose one of the following options

Type a Career title in the “Search For” Box OR

Select a letter of the alphabet for a list of careers that begin with that letter OR

Select a category in the “Browse Career Clusters” and select a career from the list

Once you have selected a career that fits your interests, you can read about the money, outlook, related careers and education, etc.

Questions

What is the title of the occupation?

What are typical activities in this occupation?

Can you describe the work environment?

What training and education do you need?

What is the average salary/hourly wage that this position pays?

What are some alternative occupations with similar themes?

Does this occupation appeal to you? What concerns might you have from the research? What do you see that sounds like it matches who you are?

Student Learning Outcomes

1. Through career and interest assessments, students will be able to identify a career and specific job skills.
2. The student will be able to create a career action plan based on short and long term professional goals identified in class.

3. The student will be able to utilize current online job search resources.	
4. Student will be able to complete a job application and create a resume and cover letter.	
Minimum Qualification	
Minimum Qualifications:	Counseling (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Santa Monica College

Course Outline For: ESL - NONCREDIT 901, English as a Second Language Level 1

Course Title: English as a Second Language Level 1	Units: 0
Total Instructional Hours (usually 18 per unit):	108
Total Outside-of-Class Hours:	216
Hours per week (full semester equivalent) in Lecture:	6.00 In-Class Lab: 0 Arranged:
Date Submitted:	May 2011
Date Updated:	March 2018
Degree Applicability:	Noncredit
Prerequisite(s):	None
Pre/Corequisite(s):	None
Corequisite(s):	None
Skills Advisory(s):	None

I. Catalog Description

This noncredit low-beginning, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward Introductory Level Second Edition Student Book and Workbook Pack, Second, Currie Santamaria,J, Oxford University Press © 2017, ISBN: 978-0-19-449313-0
2. Stand Out 1, Third, Jenkins,R., S. Johnson, Cengage Learning © 2016, ISBN: 9781305655409
3. Ventures Level 1 Student's Book with Audio CD, Second, Bitterlin,G., D. Johnson, D.Price,S. Ramirez,K.L. Savage , Cambridge University Press © 2013, ISBN: 9781107692893
4. Future Intro: English for Results (with Practice Plus CD-ROM), Wong Nishio,Y., Pearson Education © 2009
5. Oxford Picture Dictionary, Third, Adelson Goldstein, J., N. Shapiro., Oxford University Press © 2017
6. Longman Basic Dictionary of American English. NY: Pearson Ed.
www.longmanhomeusa.com

III. Course Objectives

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

Listening/Speaking

1. Follow oral basic step instructions, directions, and short emergency warnings.
2. Respond appropriately to single word commands in a classroom context and in common, everyday situations.
3. Use short, basic phrases to express lack of understanding (e.g. ask for repetition, repeat what was heard, ask a simple question).
4. Listen for specific information in context of familiar, previously learned language
5. Discriminate aurally between questions and statements.
6. Ask and answer simple questions related to basic needs.
7. Have brief face-to-face interactions using vocabulary from previously learned material in familiar contexts.
8. Introduce self and others with simple phrases.
9. Give simple commands.
10. With support, communicate on familiar texts, topics, and experiences.

Reading/Writing

1. Recognize letters, numbers, and basic sight words, and phrases supported by visual context.

2. Interpret common abbreviations (e.g. for days/months).
3. Interpret basic informational signs and charts. (e.g. calendars, clocks, schedules etc.)
4. Follow basic step instructions and directions.
5. Identify main idea in short readings on familiar topics supported by visual context.
6. Recognize a few key details in a text.
7. Identify key words in a text (circle, underline).
8. Distinguish between questions and answers in written text.
9. Interpret simple forms requiring biographical information (e.g. name, age).
10. Use visual context to infer meaning of high-frequency sight words.
11. Use a picture dictionary to identify new vocabulary.
12. Fill out simplified forms that require basic personal information.
13. Compose simple lists (e.g. shopping list, to do list).
14. Compose simple sentences to convey personal information.
15. Complete cloze exercises on familiar topics.
16. Edit writing for correct form (e.g. uppercase and lowercase letters, end punctuation, or placing characters on lines, not through them).

IV. Methods of Presentation:

Group Work , Lecture and Discussion , Online instructor-provided resources , Projects , Field Trips

V. Course Content

<u>% of course</u>	<u>Topic</u>
25%	Listening: simple sentences, dialogs, conversations, phone messages, instructions and/or 1-2 minute audio/video segments or reports on familiar topics covered in class (e.g. workplace, shopping, school, community, family, health/safety, weather, telephone and social interaction).
25%	Speaking: guided and communicative oral practice in pairs, small groups, and whole class activities on familiar topics covered in class.
20%	Reading: simple sentences, directions, basic forms, labels, signs, schedules and short narratives on familiar topics covered in class.
20%	Writing: words, phrases, and simple sentences on familiar topics covered in class. Fill out basic/simplified forms. Compose simple notes, lists, and messages.
10%	Grammar/vocabulary presented in context to fulfill the objectives may include basic parts of speech, simple present, present continuous, basic modals, and familiar vocabulary studied in class. Grammar practiced and discussed in context with pairs, small groups, and whole class.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - Quizzes and exams
50 %	Class Participation - Participation in classroom discussions and activities (including reading exercises, oral recitations, role plays, small group work, and pair work)
10 %	Class Work
10 %	In Class Writing

10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

After a brief group discussion of the qualities of a good employee, students complete a basic job application form and interview a partner about his/her basic information and personal qualities.

VIII. Student Learning Outcomes

1. Students will ask and answer simple questions about work-related skills, experience and preferences (e.g. What are your skills? I can drive. I am a hard worker. I like to help people.)
2. Students will compose 3-5 simple sentences including simple biographical information (e.g. I am from China, I live in LA.) with limited accuracy.
3. Students will fill out simple forms (e.g. school registration, library card) with basic personal information.
4. Students will monitor the quality of own work and ask for assistance when needed.
5. Students will identify effective study/work habits orally and in writing (e.g. Come on time. Bring your book. Sign in every day.)

Santa Monica College

Course Outline For: ESL - NONCREDIT 902, English as a Second Language Level 2

Course Title: English as a Second Language Level 2	Units: 0
Total Instructional Hours (usually 18 per unit): 108	
Total Outside-of-Class Hours: 216	
Hours per week (full semester equivalent) in Lecture: 6.00	In-Class Lab: 0 Arranged: 0
Date Submitted: May 2011	
Date Updated: February 2018	
Degree Applicability: Noncredit	
Prerequisite(s): None	
Pre/Corequisite(s): None	
Corequisite(s): None	
Skills Advisory(s): None	

I. Catalog Description

This noncredit high-beginning, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward 1, second, Santamaria, J., Oxford University Press © 2017
2. Step Forward 1 Workbook, Second, Podnecky, J., Oxford University Press © 2017
3. Future 1 English for Results With Essential Online Resources, Fuchs, M, L. Johnson, S. Lynn, I. Schoenberg, Pearson © 2017
4. Future 1 English for Results Workbook, Gramer, M., Pearson © 2010
5. Ventures 2, Second, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014
6. Ventures 2 Workbook, Second, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014
7. Stand Out 2, Third, Jenkins, R. and S. Johnson., Cengage Learning © 2017
8. Oxford Picture Dictionary, Third, Adelson-Goldstein, J., N. Shapiro. , Oxford University Press © 2016, ISBN: 9780194505291

III. Course Objectives

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

Listening/Speaking

1. Respond to simple classroom instructions and common social expressions.
2. Follow oral simple step instructions, directions, and short emergency warnings.
3. Listen and identify the main topic of spoken/recorded texts, conversations, or presentations.
4. Discriminate aurally between yes/no questions and declarative statements.
5. Ask and answer simple questions in a variety of contexts (e.g., workplace, school, home, community).
6. Engage in face-to-face conversations about familiar topics.
7. Ask for clarification through repetition or by asking a simple question.
8. Describe a step-by-step process.
9. Give simple commands and express caution.

Reading/Writing

1. Follow basic written instructions and directions.
2. Distinguish among text types: email vs formal letter vs bill vs advertisement vs news report.
3. Interpret short, simple narrative paragraphs on familiar topics.
4. Identify main ideas and a few key details from short readings on familiar topics provided from print

and digital source.s

5. Identify basic similarities and differences between two or more texts on a similar topic.
6. Identify the sequence of a simple narrative passage.
7. Scan familiar text (e.g., labels, directions, forms) to locate key information.
8. Utilize strategies to predict meaning of unfamiliar vocabulary in materials rich with context clues.
9. Employ a variety of strategies to use a picture dictionary for acquisition of new vocabulary.
10. Fill out forms (paper and online) with personal information (e.g. enrollment card, Corsair Connect registration).
11. Compose lists, simple messages, and simple sentences based on familiar topics using previously learned vocabulary.
12. Edit for subject-verb agreement, basic capitalization, and end punctuation.
13. Use digital devices to locate and share information.

IV. Methods of Presentation:

Lecture and Discussion , Online instructor-provided resources , Projects , Field Trips , Group Work

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Listening: simple sentences, dialogs, conversations, phone messages, instructions, and/or brief audio/video segments on familiar topics covered in class (e.g. workplace, career, shopping, school, community, family, health, weather, telephone, social interaction, technology, and safety).
25%	Speaking: dialogs, conversations, role plays and discussions in pairs, small groups, and as a whole class on familiar topics. Short oral presentations on familiar topics as a group or individually in class.
25%	Reading: simple sentences and paragraphs, directions, basic forms, labels, signs, and schedules on familiar topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25%	Writing: simple forms and applications that require limited personal information, simple lists, notes, and messages. Write words, phrases, sentences, and simple compositions on familiar topics covered in class.
10%	Grammar/vocabulary presented and practiced in context to fulfill the objectives may include verb forms, simple present tense, simple past tense, present continuous tense, nouns (singular, plural, non-count) pronouns, basic modals (can, should), adverbs of frequency, and prepositions. Grammar practiced in context with pairs, small groups, and whole class.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - Quizzes and exams
10 %	Oral Presentation - Oral presentations individually or in small groups
40 %	Class Participation - Participation in classroom discussions and activities (including reading exercises, oral recitations, role plays, small group work, and pair work)
10 %	Class Work

10 %	Written assignments
10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

Students work in groups of four. Each student is assigned or chooses a role (e.g. Writer, Researcher, English Monitor, Corrector). The group works together to do online research to learn about the steps involved in a chosen activity (e.g. applying for a job, enrolling in credit class, getting a driver’s license). The students write down the steps, post a link to the website they used, and present their information to the class.

VIII. Student Learning Outcomes

1. Create a timeline of list of steps (e.g. get a job, enroll in credit classes, get a library card, get a driver’s license), discuss/explain it orally to the class or a small group, and share it in an online forum such as Canvas, Padlet, or Google docs.
2. Read a note and respond by writing a short response using 5 to 7 simple sentences (e.g. thank you note, a postcard to a friend/family member, email message to instructor/supervisor explaining an absence).
3. Identify qualities of an effective employee in the American workplace (e.g. being punctual, cooperating with others, listening, following directions).
4. Use effective study strategies (e.g. Take notes, review notes, work with classmates in pairs or groups, keep a schedule of assignments, make and use vocabulary flashcards, identify basic effective language-learning habits).

Santa Monica College

Course Outline For: ESL - NONCREDIT 903, English as a Second Language Level 3

Course Title: English as a Second Language Level 3	Units: 0
Total Instructional Hours (usually 18 per unit): 108	
Total Outside-of-Class Hours: 216	
Hours per week (full semester equivalent) in Lecture: 6.00	In-Class Lab: 0 Arranged:
Date Submitted: May 2011	
Date Updated: March 2018	
Degree Applicability: Noncredit	
Prerequisite(s): None	
Pre/Corequisite(s): None	
Corequisite(s): None	
Skills Advisory(s): ESL NC 902	

I. Catalog Description

This noncredit low-intermediate, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward 2, Second, Wisniewska, I., Oxford University Press © 2017, ISBN: 9780194493772
2. Step Forward 2 Workbook, Russo, R., Oxford University Press © 2017
3. Future 2 English for Results With Essential Online Resources, Lynn, S. and W. Pratt Long., Pearson © 2017, ISBN: 100134659546
4. Future 2 English for Results Workbook, Rashkin, J., Pearson © 2010
5. Stand Out 3, Third, Jenkins, R. and S. Johnson., Cengage Learning © 2017
6. Ventures 3 Student Book, Second, Bitterlin, G., D. Johnson, D. Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014
7. Ventures 3 Workbook, Bitterlin, G., D. Johnson, D. Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014

III. Course Objectives

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

Listening/Speaking

1. Listen and retell the main idea and a few details in contexts containing familiar and some unfamiliar language
2. Determine mood of speaker by attending to word stress and intonation.
3. Respond to simple questions answers, and statements containing some academic and/or content specific vocabulary.
4. Use strategies to confirm understanding of a conversation by asking questions, repeating main points, and asking for general clarification.
5. Give and follow a short series of oral directions, commands, or warnings.
6. Ask and answer questions about events in the past, present, and future
7. Express basic needs and requests with appropriate courtesy/formality (e.g. requesting permission, making polite requests, apologizing.
8. Prepare and deliver a brief oral presentation on a familiar topic.
9. Summarize and clarify information orally from one or more sources.
10. Make an oral complaint and give reasons for dissatisfaction to appropriate person or agency.
11. Describe a sequence of past events.

Reading/Writing

1. Identify elements of readings, maps, charts, and tables (title, author, headings).
2. Explain the reasons an author gives to support a claim.
3. Interpret authentic materials on familiar topics (e.g. bills, labels, job application).
4. Identify similarities and differences between two texts on a similar topic (e.g. illustrations, topic, details).
5. Use syntactic clues within a passage (e.g. pronoun reference, cause/ effect) to gain understanding.
6. Scan for specific information in authentic or adapted materials (e.g. bus schedules, rental agreements, school correspondence).
7. Use sentence structure, word form, and affix clues to determine meanings of unfamiliar words.
8. Use an English-English dictionary to identify word meaning and usage.
9. Fill out forms (paper and online) that require some basic and more detailed information (e.g. library card application, medical form).
10. Compose a loosely organized paragraph based on personal experience and familiar material (e.g. a simple autobiography) employing basic steps of a writing process.
11. Write a brief note or email message (e.g., a thank you note after a job interview).
12. Use digital devices (e.g. Ipads or phones) and basic search terms to locate and share information.

IV. Methods of Presentation:

Field Trips , Group Work , Lecture and Discussion , Online instructor-provided resources , Projects

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Listening: dialogs, conversations, phone messages, instruction, 2-4 minute audio/video segments, reports on topics covered in class (e.g. career/academic goals, employment, school, shopping, family, community, travel, health, safety, technology).
25%	Speaking: Pair, small group, and whole class dialogs, role plays, conversations, interviews, and discussions. Group and individual presentations on topics covered in class.
25%	Reading: directions, email, instructions, authentic and adapted documents, reports, nonfiction text, personal narratives, and adapted news stories on familiar topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25%	Writing: Complete authentic forms and applications. Take notes. Utilize graphic organizers. Compose basic written workplace and school-related correspondence (email, notes). Write 10-12 sentences on familiar topics covered in class.
10%	Grammar/vocabulary presented and practiced in context to fulfill the objectives may include simple, compound (e.g. and, but, so), and complex sentences (e.g. because,), and past, present, and future simple tenses, continuous tenses, comparative/superlative, count/non-count nouns, and expressions of quantity. Grammar practiced and discussed in context with pairs, small groups, and whole class.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - quizzes and exams
10 %	Oral Presentation - individual/small group

40 %	Class Participation - Class discussions, role plays, pair work, small group and individual participation.
10 %	Class Work
10 %	Written assignments
10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

Community Exploration: In small groups, students identify a local event of interest (e.g. Wednesday Farmers Market in Santa Monica, a library sponsored event). Students use the Internet to research the event details (e.g. location, hours, transportation, parking). If possible, students arrange to attend the event together. At the event, students engage with event participants if possible and appropriate (e.g. interviews, small talk) and document the event (e.g. take notes and photos). After the event, the group creates a flyer or poster with useful information for anyone who might want to attend the event in the future (e.g. what, where, when, who). Groups give a brief oral summary of the event to the class including their opinions about the event and share their flyer/poster in an online platform such as Canvas or Padlet.

VIII. Student Learning Outcomes

1. Give an informational report to the class or small group on a familiar topic (e.g. holiday or cultural celebration, or hometown) with visual support (e.g. PowerPoint), citing at least one basic fact or statistic from an outside source.
2. Research a community/campus activity (e.g. a farmers market or a free concert in a park). Using a writing process, write 8-10 sentences describing the activity/event including details (who, what, where, when, why).
3. Accept and apply constructive criticism for continuous improvement of job/school performance.
4. Use effective study strategies (e.g. set goals, use graphic organizers, highlight main ideas, use online study aids).

ADVISORY Checklist and Worksheet

ESL 903

Proposed Advisory: ESL 902

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ESL 903**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Create a timeline or list of steps and explain it orally to the class or a small group.
B)	Read a note and respond by writing a short response in 5-7 simple sentences.

EXIT SKILLS (objectives) FROM: **ESL 902**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Create a timeline or list of steps and explain it orally to the class or a small group.
2.	Read a note and respond by writing a short response in 5-7 simple sentences.

		ENTRANCE SKILLS FOR: ESL 903							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 902	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For: ESL - NONCREDIT 904, English as a Second Language Level 4

Course Title: English as a Second Language Level 4	Units: 0		
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	216		
Hours per week (full semester equivalent) in Lecture:	6.00	In-Class Lab: 0	Arranged:
Date Submitted:	May 2011		
Date Updated:	March 2018		
Degree Applicability:	Noncredit		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	ESL NC 903		

I. Catalog Description

This noncredit high-intermediate, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward 3 (Ch 1-6), Second, Spigarelli, J. and J.Bailey., Oxford University Press © 2017
2. Future 3 English for Results With Essential Online Resources, Shoenberg, I., M. Brooks, M. Gramer. , Pearson © 2017
3. Future 3 English for Results Workbook, Pittaway, D.S., Pearson © 2010
4. Stand Out 4, Third, Jenkins, R. and S. Johnson., Cengage Learning © 2017
5. Ventures 4 Student Book, Second, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014
6. Ventures 4 Workbook, Second, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2014
7. Step Forward 3 Workbook (Ch. 1-6), Second, Podnecky, J., Oxford University Press © 2017

III. Course Objectives

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

Listening/Speaking

1. Initiate, maintain and conclude extended face-to-face conversations/discussions about a range of topics and issues.
2. Listen and recount a sequence of events or steps in a process presented orally.
3. Determine attitude of speaker by attending to word stress and intonation.
4. Ask and answer questions in complete sentences (e.g. to gain information or clarify understanding about a work schedule issue or school assignment).
5. Confirm clarification of intended meaning by paraphrasing information.
6. Orally respond to written and visual information by answering questions, summarizing a passage, describing a scene, or retelling a story.
7. Support a point of view with specific and relevant information.
8. Prepare and deliver an organized oral presentation.

Reading/Writing

1. Identify and employ effective pre-reading strategies (e.g. predict, skim for gist, preview titles, subtitles, or charts).
2. Distinguish fact from opinion in a text.
3. Interpret charts, graphs, maps, and tables.

4. Analyze the reasoning in persuasive texts and determine whether evidence is sufficient to support the claim.
5. Refer to details and examples when explaining information from the text.
6. Integrate important points/details from two or more texts on the same topic.
7. Determine connections between ideas within a passage by interpreting transition words (e.g. however, as a result, likewise).
8. Use context to infer word meaning by examining word forms, connectors, negatives such as NOT, and prefixes such as in-, il-, un-.
9. Use an English-English dictionary to identify synonyms.
10. Fill out paper and online forms that require detailed information (e.g. job application, rental agreement).
11. Compose a paragraph on a familiar subject including a topic sentence and supporting details (e.g. to describe/ explain a career goal or an extracurricular activity), employing steps of a writing process: planning/ prewriting, writing, revising, & editing, and rewriting.
12. Write a letter or email to address a personal or professional need or interest (e.g. to invite a friend to meet for lunch or to request a job application form).
13. Use digital devices (e.g., I pads or phones) and effective search terms to locate and share information from multiple sources.

IV. Methods of Presentation:

Field Trips , Group Work , Lecture and Discussion , Online instructor-provided resources , Projects

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Listening: dialogs, reports, conversations, phone messages, interviews, instructions, guest speakers, lectures, 3-5 min. audio/video segments on familiar topics covered in class (e.g. career/academic goals, employment, school, shopping, family, community, travel, health, safety, technology).
25%	Speaking: pair, small group, and whole class dialogs, role plays, conversations, interviews, and discussions. Group and individual presentations on content/topics covered in class).
25%	Reading: directions, charts, maps, graphs, multi-step instructions, authentic documents, webpages, reports, nonfiction text, personal narratives, and/or adapted news stories on familiar topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25%	Writing: Complete forms and applications that require detailed personal and business information. Take notes. Compose letters and email messages. Write loosely-organized paragraphs on familiar topics covered in class.
10%	Grammar/vocabulary presented in context to fulfill the course objectives may include simple and continuous tenses in past, present, and future; and perfect aspect in present & present continuous, present passive voice,), real conditional with If-clauses,, gerunds/infinitives. Count/noncount nouns. Comparative/superlative adjectives. Grammar practiced and discussed in context with pairs, small groups, and whole class.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - exams
15 %	Oral Presentation - individual/small group
25 %	Class Participation - Class discussions, role plays, pair work, small group and individual participation.
10 %	Class Work
20 %	Written assignments
10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

Students are instructed to create a T Chart with one side of the paper labeled “Questions Employers Ask” and the other side labeled “Questions Applicants Ask”. Questions are dictated (e.g. *What is the salary? When can I start? What are your skills?*), Students write the dictated questions in the appropriate columns. After the dictated questions have been discussed and corrected, students work in pairs or groups to add their own questions to the list. After a group discussion of the questions, students work in pairs to role play a job interview using the questions they have created.

VIII. Student Learning Outcomes

1. Work with a small group to research the answer to a question, invent a product that fills a need, or find a solution to a problem. Integrate the information into an organized oral report which incorporates visual support (e.g. PowerPoint, diagram, illustration).
2. Research a topic of interest (e.g. how to get a job, how to volunteer, how to apply to college). Using a writing process, write a paragraph describing the process using appropriate transition words (e.g. first, next, then, finally).
3. Make a plan of action (orally or in writing) for short and long-term goals.
4. Use effective study strategies (e.g. organize schedule, employ useful time-management skills, set and adjust goals, access helpful English learning resources).

ADVISORY Checklist and Worksheet

ESL 904

Proposed Advisory: ESL 903

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ESL 904**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Give an informational oral report on a familiar topic citing at least one basic fact from outside source.
B)	Research an activity and use a writing process to write 8-10 sentences to describe it including details.

EXIT SKILLS (objectives) FROM: **ESL 903**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Give an informational oral report on a familiar topic citing at least one basic fact from outside source.
2.	Research an activity and use a writing process to write 8-10 sentences to describe it including details.

		ENTRANCE SKILLS FOR: ESL 904							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 903	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For: ESL - NONCREDIT 905, English as a Second Language Level 5

Course Title: English as a Second Language Level 5	Units: 0		
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	216		
Hours per week (full semester equivalent) in Lecture:	6.00	In-Class Lab: 0	Arranged:
Date Submitted:	May 2011		
Date Updated:	March 2018		
Degree Applicability:	Noncredit		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	ESL NC 904		

I. Catalog Description

This noncredit low-advanced, multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward 3 (Ch 7-12), Second, Spigarelli, J. and J.Bailey., Oxford University Press © 2017
2. Step Forward 3 Workbook (Ch 7-12), Second, Podnecky, J., Oxford University Press © 2017
3. Ventures Transitions Student Book, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2010, ISBN: 9780521186131
4. Ventures Transitions Workbook, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2011
5. Future 4 English for Results With Essential Online Resources, Curtis,J., J. Lambert and J. Schmidt. , Pearson © 2017
6. Future 4 English for Results Workbook, Blackwell, A., T. Naber, Pearson © 2010
7. Stand Out 5, Third, Jenkins, R. and S. Johnson., Cengage Learning © 2017
8. Longman Dictionary of Contemporary English. NY:

III. Course Objectives

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

Listening/Speaking

1. Ask and answer questions in a more formal setting (e.g., job interview).
2. Confirm understanding of a conversation by asking questions on specific and general points and summarizing main points
3. Identify specific information and make inferences from recorded messages, televised reports, presentations, and oral accounts.
4. Determine attitude of speaker by attending to word stress, register, and tone.
5. Participate in extended conversations/discussions on a ranges of familiar and unfamiliar topics, using some academic and content specific vocabulary.
6. Prepare and deliver a presentation summarizing findings on a topic of research.
7. Advocate and negotiate for self and others in a variety of situations.
8. Recount a detailed and complex sequence of events or steps using effective sequential or chronological order.

Reading/Writing

1. Identify text function (e.g. informative, entertainment, persuasive).
2. Interpret and compare information from two or more sources (e.g, a website, reading) to write or

Speak about the topic.

3. Interpret charts, graphs, and tables.
4. Evaluate the reasoning in a persuasive text.
5. Use context to infer word meaning by examining word forms, connectors, negatives such as NOT, affixes, and example clues.
6. Locate specific information in multi-paragraph texts (e.g. time sequence in a narrative, cause-effect relationship in a non-fiction text).
7. Identify a claim and a counter-claim in a text.
8. Fill out authentic forms (paper and online) that require some specific detail.
9. Compose a list of formal questions to ask an expert, a speaker, or a job applicant.
10. Take notes on a short lecture, presentation or interview on paper or using digital devices.
11. Compose 3-4 paragraphs for various purposes (e.g. to inform, describe, narrate, summarize, or state an opinion) employing the steps of a writing process.
12. Write a formal business letter or email for a specific purpose using appropriate format and register (e.g., cover letter for a resume or a request for a meeting or interview).
13. Gather information from multiple print and digital sources using advanced search terms.
14. Use online platforms (e.g. Canvas) to collaborate and share information.

IV. Methods of Presentation:

Lecture and Discussion , Online instructor-provided resources , Projects , Field Trips , Group Work

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Listening: Listening: dialogs, reports, conversations, phone messages, interviews, instructions, guest speakers, lectures, 3-6 min. audio/video segments on familiar topics covered in class (e.g. career/academic goals, employment, school, shopping, family, community, travel, health, safety, technology).
25%	Speaking: pair, small group, and whole class dialogues, conversations, role plays, interviews, and discussions. Group and individual presentations on content/topics covered in class
25%	Reading: directions, charts, maps, graphs, multi-step instructions, authentic documents, webpages, reports, nonfiction text, personal narratives, and/or adapted news stories on familiar topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25%	Writing: authentic forms and applications (e.g. job application, rental agreement) notetaking, letters, email, paragraphs and essays, online tools to communicate and collaborate.
10%	Grammar/vocabulary presented in context to fulfill the objectives may include parts of speech, past/present/future tenses, present/past perfect, conditionals, passive voice, gerunds/infinitives. Grammar practiced and discussed in context with pairs, small groups, and whole class.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - Exams
15 %	Oral Presentation - individual/small group

25 %	Class Participation - Class discussions, role plays, pair work, small group and individual participation.
10 %	Class Work
20 %	Written assignments
10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

Students select a topic of interest to explore (e.g. *a future career, a volunteer opportunity, a selected student service on SMC campus*). Individually or in pairs, students identify a knowledgeable “expert” who could provide useful information related to their chosen topic. Students generate a list of 5-7 appropriate questions to ask, and prior to approaching the expert, practice interviewing one another. Students contact the expert by phone or email to set up an appointment for a brief interview. The interview may be conducted in person or by phone, email, or Skype. Students interview the selected expert and take notes during the interview. Students summarize their findings either in an oral presentation to the whole class or a small group, or in a written one-paragraph summary that they post on Canvas, Padlet, or another online platform. NOTE: Students who are unable to secure an expert interview may alternatively attend an SMC workshop/event and report their findings orally or in writing.

VIII. Student Learning Outcomes

1. Interview an expert or watch a presentation on a topic (e.g. a future career, successful job interview techniques, community services) and summarize findings orally or in writing.
2. After reading several model narratives, use a writing process to compose a clear 3-4 paragraph personal narrative essay (e.g. a personal statement for college) in appropriate format.
3. Contribute as a member of a team to develop and achieve mutual goals and objectives
4. Use effective study strategies (e.g. select appropriate learning resources to complete a task).

ADVISORY Checklist and Worksheet

ESL 905

Proposed Advisory: ESL 904

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ESL 905**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Work with a small group to research a topic and integrate the information into an organized oral report which incorporates visual support.
B)	Research a topic of interest and write a paragraph describing a process using appropriate transition words.

EXIT SKILLS (objectives) FROM: **ESL 904**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Work with a small group to research a topic and integrate the information into an organized oral report which incorporates visual support.
2.	Research a topic of interest and write a paragraph describing a process using appropriate transition words.

		ENTRANCE SKILLS FOR: ESL 905							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 904	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College

Course Outline For: ESL - NONCREDIT 906, English as a Second Language Level 6

Course Title: English as a Second Language Level 6	Units: 0		
Total Instructional Hours (usually 18 per unit):	108		
Total Outside-of-Class Hours:	216		
Hours per week (full semester equivalent) in Lecture:	6.00	In-Class Lab: 0	Arranged:
Date Submitted:	May 2011		
Date Updated:	March 2018		
Degree Applicability:	Noncredit		
Prerequisite(s):	None		
Pre/Corequisite(s):	None		
Corequisite(s):	None		
Skills Advisory(s):	ESL NC 905		

I. Catalog Description

This noncredit high-advanced multi-skills course is designed to improve the English language skills of non-native speakers. The course focuses on listening, speaking, reading, and writing. The skills taught in this course prepare students to transition to post-secondary education and to function effectively as community members, parents, and participants in the workforce.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Step Forward Book 4 Second Edition Student Workbook, Second, Wanage,L., Oxford University Press © 2017
2. Step Forward Book 4 Second Edition Student Book, Second, Denman,B., Oxford University Press © 2017
3. Future; English for Results Book 5, Diaz,B.,R.Magy, F.Salas-Isnardi., Pearson Education © 2017
4. Future; English for Results Book 5 Workbook, O'Dell,K.L.,J.Gokay, Pearson Education © 2017

III. Course Objectives

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

Listening/Speaking

1. Demonstrate understanding of most face-to-face speech at a normal rate.
2. Give and follow detailed oral/recorded instructions (e.g.academic assignments, equipment operating instructions, online tutorials).
3. Use strategies to confirm understanding of a conversation by asking questions to clarify key points and summarizing key points to verify accuracy.
4. Listen and identify specific information (e.g. cause/effect, fact/opinion, reasons, claim/counterclaim) from a variety of authentic sources (e.g. class lectures, guest speakers, video).
5. Determine attitude and/or emphasis of speaker by attending to word stress, register,intonation, and word choice (connotation).
6. Participate in conversations and extended discussions on a wide variety of topics using academic and content-specific vocabulary and to perform a variety of functions (e.g. to speculate, agree/disagree, collaborate, resolve conflict, solve problems).
7. Present findings on a researched topic (e.g. a job occupation of interest to the student) citing the source.
8. Support an opinion with evidence and facts in order to persuade someone.

Reading/Writing

1. Interpret and compare information from a variety of sources (e.g, a website,chart, graph, etc.).
2. Cite textual evidence to support interpretation of a text.
3. Analyze information (e.g. identify audience, purpose and author's point of view) from several texts on the same topic to write or speak about the topic.

4. Utilize a variety of clues (syntax, word affixes, negative words, examples) to interpret meaning of complex sentences and academic vocabulary and idiomatic expressions.
5. Summarize a text.
6. Use an English-English dictionary to choose appropriate definition from an entry with several possibilities.
7. Fill out authentic paper and online forms that require personal and business details and include a comments/narration section (e.g. accident/ incident report, customer complaint form).
8. Incorporate a variety of sentence structures in writing assignments utilizing appropriate verb tenses and vocabulary
9. Take notes on a lecture, presentation or interview on paper or using digital devices.
10. Compose 3-5 appropriately formatted paragraphs with topic sentences and support for various purposes (e.g. to inform, describe, narrate, summarize, state an opinion, or persuade) employing the steps of a writing process.
11. Write formal correspondence (e.g. memo, letter, email) for a specific purpose using appropriate format and register (e.g. letter of complaint, work memo).
12. Use advanced online search terms to locate sources and evaluate the reliability of those sources.
13. Use online platforms (e.g. Canvas) to collaborate and share information.

IV. Methods of Presentation:

Lecture and Discussion , Online instructor-provided resources , Projects , Field Trips , Group Work

V. Course Content

<u>% of course</u>	<u>Topic</u>
15%	Listening: dialogs, detailed conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or 4-7 minute audio/video segments on familiar and new topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community ,technology).
25%	Speaking: pair, small group, and whole class dialogues, conversations role plays, interviews, and discussions. Pronunciation exercises. Group and individual presentations on content/topics covered in class.
25%	Reading: directions, email, authentic documents and forms, websites, charts, maps, graphs, tables, personal narratives, news stories, and nonfiction texts on topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25%	Writing: authentic forms and applications (e.g. job application, rental agreement), notetaking, letters, email, memos, paragraphs and essays, online tools to communicate and collaborate. Employing the steps of the writing process (brainstorm, outline, draft, revise, edit).
10%	Grammar/vocabulary presented in context to fulfill the objectives may include parts of speech, past/present/future simple, continuous, and perfect tenses, noun clauses, adjective clauses, gerunds/infinitives, conditionals, and passive voice. Grammar practiced and discussed in context with pairs, small groups, and whole class and individual written assignments.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Quizzes - Exams

15 %	Oral Presentation - individual/small group
25 %	Class Participation - Class discussions, role plays, pair work, small group and individual participation.
10 %	Class Work
20 %	Written assignments
10 %	In Class Assessment (noncredit) - EL Civics assessments
100 %	Total

VII. Sample Assignments:

Students will see signs posted in the 4 corners of the room. The signs should read: "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree". Students listen as the teacher reads statements that reflect common sources of cultural misunderstandings. For example, *"In my country, it is rude to look at someone in the eye."* *"In my culture, we don't tip."* *"In my culture, it is acceptable to be late to a meeting."* After each statement, students should physically move to the corner of their choice and stand there. When all students have arrived at their corner, they discuss their experience with this cultural value and any misunderstandings they have experienced with students in their corner. After several rounds of discussion in corners, students sit in multicultural groups of 4. Students discuss the source of cultural misunderstandings and brainstorm a list of strategies to overcome them.

VIII. Student Learning Outcomes

1. Working with a group, use appropriate digital resources to gather information to compare two things (e.g. two careers, two volunteer opportunities, workplace culture in US and home country) and deliver a clearly organized presentation citing sources and including a visual component (e.g. PowerPoint, chart, diagram).
2. Read about a problem (e.g. in the community, at the workplace) and its causes. Write a 3-5 paragraph document (e.g. email, letter, memo) describing a problem and proposing a solution.
3. Demonstrate awareness of the sources of cultural misunderstandings and develop strategies for effective communication across cultures.
4. Use effective study strategies (e.g. annotate articles for main ideas, make connections to and between texts, take initiative to locate resources to enhance learning, identify different learning styles).

ADVISORY Checklist and Worksheet

ESL 906

Proposed Advisory: ESL 905

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		X	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.	X		
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		X	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **ESL 906**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Interview an expert or watch a presentation and summarize findings orally or in writing.
B)	Use a writing process to compose a 3-4 paragraph personal narrative essay.

EXIT SKILLS (objectives) FROM: **ESL 905**

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Interview an expert or watch a presentation and summarize findings orally or in writing.
2.	Use a writing process to compose a 3-4 paragraph personal narrative essay.

		ENTRANCE SKILLS FOR: ESL 906							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 905	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for ESL NC 980 - ESL Citizenship Test Preparation

Course Cover

Discipline	ESL NC-ESL - NONCREDIT	
Course Number	980	
Full Course Title	ESL Citizenship Test Preparation	
Catalog Course Description	This course prepares students to pass all three parts of the US Citizenship Test: 1) English Reading and Writing, 2) Civics and History, 3) Personal Questions.	
Rationale	This ESL class has been offered for several years as Political Science 930. However, it has always been taught through noncredit ESL, and it is an ESL class, which prepares students for the English language skills and content needed to pass the US Citizenship Test. This course outline is bringing this course into alignment with what is actually being taught in the class.	
Proposed Start	Year: 2018 Semester: Fall	
Proposed for Distance Ed	Yes	
Proposed for Global Citizenship	No	

Course Unit/Hours

Variable Hour Exist	NO
Credit Hours	Min: 0
Weekly Lecture Hours	Min: 4.00 (Sem: 72)
Total Semester Instructional Hours	72.00
Total Outside-of-Class Hours	144.00
Repeatability	May be repeated time(s)
Grading Methods	Noncredit (No Progress Indicators)

Transfer/General Ed

Transferability	
IGETC Area:	
CSU GE Area:	
SMC GE Area:	

Program Applicability

Designation	Noncredit
-------------	-----------

Course Objectives

Upon satisfactory completion of the course, students will be able to:
1. Identify eligibility requirements, application procedures, and the steps required in the naturalization process.
2. Use key naturalization terminology.
3. Answer comprehension questions about a sample N-400.
4. Complete an authentic application for naturalization.
5. Answer interview questions.
6. Read the Oath of Allegiance and explain its significance.
7. Identify major US historical events and their significance.
8. Identify important US historical documents and their significance.
9. Explain the basic principles of the US Constitution.

10. Identify US states, cities, geographical features, and landmarks.
11. Describe patriotic holidays and their significance.
12. Describe US symbols and their significance.
13. Identify US historical figures and current leaders.
14. Report the names of local, state, and federal government leaders.
15. Interpret information about electoral politics and candidates.
16. Interpret information about executive, legislative, and judicial activities.
17. Identify voter qualifications and the voting process.
18. Describe the rights and responsibilities of citizens including voting, paying taxes, and serving on a jury.
19. Recognize privileges granted to US citizens.

Arranged Hours Objectives

Upon satisfactory completion of the course, students will be able to:

Course Content

50%	Listening skills, including all vocabulary required for and used during the Citizenship Interview and interview process; all questions asked during the interview; all commands and directions given before, during, and after the interview.
35%	Speaking skills, including clearly pronouncing (segmentals and suprasegmentals) all vocabulary included in and necessary for the answers to all three parts of the Citizenship Interview.
10%	Reading skills, including main ideas and details, and all the necessary English vocabulary (including letters and sounds of American English, numbers, and colors), upper- and lower-case letters, and grammatical structures (simple sentences, present tense, past tense, imperatives) to prepare for and pass the English Reading portion of the English Exam portion of the Citizenship Interview.
5%	Writing skills, including taking dictation of basic English sentences as required in the English Writing Exam portion of the Citizenship Interview; and the ability to print and sign one's full name.

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Other
Other Methods	Online Discussions

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 30% - Class Participation • 40% - Exams/Tests • 10% - Homework • 10% - Oral Presentation • 10% - Written assignments • 100% - Total
---------	--

Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	<ol style="list-style-type: none"> 1. Weintraub, L. <i>Citizenship: Ready for the Interview</i>, 3 ed. Syracuse, New York: New Readers Press, 2016, ISBN: 978-1564202260. 2. Pearson Education. <i>Longman Dictionary of American English</i>, 5 ed. Hoboken, NJ: Pearson, 2017, ISBN: 978-0132449779.

Assignments

Sample Assignment

People in US History

Using a historical timeline with dates of specific accomplishments, pairs of students place the following people next to the accomplishments on the timeline: 1. Susan B. Anthony (fought for women's civil rights); 2. MLK Jr (fought for civil rights at home and abroad); 3. Lincoln (Civil War & Emancipation Proclamation -- freed enslaved African-Americans and preserved the Union); 4. FDR (Great Depression, Social Security, Labor Unions, 8-hour workday, CCC, WPA); 5. Washington (general in Revolutionary War, refused to become king of US at the end of his presidency--first peaceful, democratic transition of government); 6. Jefferson (Declaration of Ind., US Treasury); 7. B. Franklin (established first free public library). This is done in a game format with pairs of students competing to see which pair finishes first.

Student Learning Outcomes

1. Students will correctly respond to questions related to the USCIS Citizenship Interview orally and in writing.
2. Students will respond appropriately to a direction or command.
3. Students will accurately write one out of three dictated sentences.
4. Students will read aloud in a way that is comprehensible to the listener.

Minimum Qualification

Minimum Qualifications:	ESL (Masters Required) Noncredit (per Title 5) - Bachelor's degree in any discipline, and six semester units in American history and institutions.
-------------------------	--

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Distance Ed

Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
------------------	---

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section Library resources are accessible to students Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments

	<p>Adequately fulfills "effective contact between faculty member and student" required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
--	---

Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	Instructors post discussion questions for students and provide feedback in written discussions on a weekly basis (approximately 2x per week). Students post answers to oral questions and the instructor offers feedback on content and oral production (pronunciation of individual sounds, stress, and intonation) twice per semester. Instructors provide feedback on written assignments weekly. Students and instructors email for clarification or to resolve any concerns. Instructors provide feedback on quizzes and tests (within the testing platform for individual concerns and in announcements for more general concerns shared by several students).
Student-Student Interaction	Students respond to classmates' replies in writing and/or speaking on weekly discussions 1-2x per week). Students collaborate on presentations (e.g., creating slides or web pages) once or twice per semester. Students interact in online games with other classmates (2-3 times per semester).
Student-Content Interaction	Each content module (1-2 modules per week) will include at least one short instructional video; 1-2 readings; and web-based materials (designed for the study of civics, American Government, and American History) in preparation for the US Citizenship test.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
	Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)	
	Content will be organized in modules which will typically present: short (5 to 10 minute) lectures followed by activities that engage the students with the content. The activities include matching assignments, interactive games, and maps. Students will interact in discussions and via web-based collaborative tools. A speaking program such as Voice Threads will be used to give students the opportunity to practice answering the oral interview questions of the US Citizenship Exam. Short YouTube or Voice Thread passages will provide students the opportunity to do dictation work -- submitted via Canvas as an assignment. Each module will also consist of one or more short quizzes to assess student learning and allow for mastery learning of the concepts since students will be allowed to take the quizzes more than once.	
	Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)	
	The instructor would need to know how to use Canvas (or whatever program SMC is using), Jing or Camtasia (for the lectures) Voice Threads (or a similar program for oral presentations), and web-based collaborative tools. The instructor should have knowledge of how to build community and encourage interaction in an online class and how to create an accessible class (universal design).	
	Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)	
	For this class links will be provided to counseling, the SMC bookstore, the SMC library, and online tutoring.	

Instruction will also be provided in how to employ the technology required for the class, e.g., how to make and share documents and presentations via web-based collaborative tools, and how to use Voice Threads.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Any faculty member who teaches this class must comply with Section 508 compliance. Accessible resources will be provided to students, and instructors will comply with any/all accommodations needed for students, including extra time for quizzes and tests. The instructor would need to have attended a universal design/ accessibility workshop or online training to ensure that all materials are accessible.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Historical Documents - Students will access a web-based document with a gridbox of 3 columns. In the first column will be a list of historical documents with links to the documents. In the second column students must insert the dates pertinent to the documents, and in the last column they will briefly state the significance of the document. Each student will make a copy for him/herself and fill in the columns then submit an answer in one of the columns to share with the class on the class's document. The document will be submitted as an assignment via Canvas. Next students will enter a discussion in which they quiz each other starting with the significance. For example, a student will write: What is the name of the document that was adopted in 1776 announcing that the 13 colonies were independent, sovereign states (no longer under British rule)? Another student will answer: The Declaration of Independence.

Assessment Best Practices

10%-**Summative assessment** - Practice citizenship tests will be administered at the midterm and at the end of the semester to help students gauge readiness for the US Citizenship Examination.

20%-**Homework and Other Written Assignments** - Various written assignments will be submitted and graded to give students the opportunity to review the concepts studied and practice writing skills necessary to pass the citizenship exam.

30%-**Discussions, Other Collaborative Work, and Reading Comprehension Work** - Students will respond to reading comprehension and listening comprehension questions in threaded discussions and web-based collaborative tools.

10%-**Oral Presentations** - Oral presentations will be required via a program such as Voice Threads or other comparable recording program.

30%-**Formative assessment** - Quizzes will assess learning on the content of each module.

Attached Files

[Distance Ed Interactions](#)

SANTA MONICA COLLEGE PROGRAM OF STUDY

Transition to College and Career Certificate of Completion (Noncredit)

Justification for Proposal:

The Transition to College and Career Certificate serves to prepare noncredit students to enter credit courses in all areas of study, with the intention(s) of continuing to improve literacy, completing credit certificates and/or transfer to 4-year universities. It further serves to equip students with the skills to explore potential majors/careers, search for job/workforce opportunities, prepare a resume, and complete the job application process.

The Transition to College and Career Certificate is designed to assist students in transitioning from noncredit to credit programming, with the goal of improving literacy and preparing for a career and general skills for the workforce. The 2-course sequence will focus on college readiness, educational planning, the career exploration process and how to navigate the workforce and become gainfully employed. The Certificate of Completion is granted after successful completion of COUNS NC 901 and COUNS NC 902.

CERTIFICATE REQUIREMENTS:

- satisfactory completion of each of the courses in the Area of Emphasis

CATALOG RIGHTS: A student may satisfy the requirements of a Certificate of Completion that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate knowledge of the SMC matriculation process, student support services and resources and prepare an educational plan based on short and long term goals. Students will be able to identify a potential career and associated job skills through career and interest inventories, create a career action plan, resume, cover letter and job application, and utilize job online job search resources.

Area of Emphasis

Required Courses		Units
COUNS NC 901	Transition to College	0
COUNS NC 902	Career and Workforce Readiness	0

Total Units for Area of Emphasis: **0**

PID 330