

Las Positas College
Curriculum Committee Meeting
03/31/2025
5.0 First Reading Packet

5.1 New Courses

- APAG 1 AAG Service
- APAG 1L AAG Service Laboratory
- APAG 2 AAG Chassis
- APAG 2L AAG Chassis Laboratory
- APAG 3 AAG Emissions
- APAG 3L AAG Emissions Laboratory
- APAG 4 AAG Electrical
- APAG 4L AAG Electrical Laboratory
- GEOL 11 Introduction to Climate Science



New Course: APAG 1 - AAG Service

Cover

Subject APAG

Course Number 1

Course Title AAG Service

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

AAG Apprenticeship lecture series from Electude. This class covers Shop Safety & Service basics, Engine Performance, Inspect and Service Engines, Engine Diagnostics, Automatic / Manual Transmission, Drive Train & Trans Axle. This class fills in the theory portion of the lab sections.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 4.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification Apprenticeship
Interdisciplinary
Condition**

Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
2. **Objective Text**
Utilize and apply hazardous waste handling;
3. **Objective Text**
Identify and describe uses of automotive related tools
4. **Objective Text**
Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements
5. **Objective Text**
Identify emissions components, understand 5 gas theory
6. **Objective Text**
Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
7. **Objective Text**
Discuss four stroke engine cycle and identify engine parts
8. **Objective Text**
Theorize on the future of the automotive industry
9. **Objective Text**
Basic engine teardown and reassembly

Course Content

Lecture Content

1. Safety and Handling of Hazardous Waste Materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
 1. Ratchets, Sockets, Wrenches, Screwdrivers
 2. Torque Wrenches
 3. Hammers, Pliers
 4. Specialty Tools
3. Maintenance and Inspection
 1. Manufacturing recommendations
 2. Periodic inspections for unusual conditions
 3. Component failure inspections
 4. Chassis lubrication
 5. Engine oil changes
 1. Oil Types, Conventional and Synthetic
 2. Oil change intervals
 3. Theory
 4. On car application
 6. Fluid inspection and service
 1. Leaks
 2. Power steering
 3. Transmission
 4. Axles
 5. Washer
 6. Coolant/Antifreeze
 7. On car application
4. Operational theory Four stroke Engine Cycle

1. Intake
2. Compression
3. Power
4. Exhaust
5. Timing
 1. Spark
 2. Camshaft
5. Gasoline Engine Component Identification and Teardown
 1. History of design and metallurgy of engines
 2. Engine Block components
 3. Cylinder Head components
 4. Intake, Exhaust and other major bolt on components
6. Emissions Systems
 1. Parts Identification
 2. Parts Theory
 3. Reading Emissions Labels
 4. 5 gas Theory
 5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations
6. Environmental Responsibilities
7. Transmissions and Axles
 1. History of the transmission
 2. Automatic Transmissions
 1. Fluid Requirements
 1. On Car fluid checking
 2. Operational Theory
 3. Gears sets
 4. Clutches, Bands and Sprags

5. Torque Converters
3. Manual Transmissions
 1. Fluid Requirements
 2. Operational Theory
 3. Clutch
 4. Gears
4. Front and Rear Axles
 1. Fluid Requirements
 2. Operational Theory
 3. Ring Gear
 4. Pinion Gear
 5. Propshafts
5. Transfer Cases
 1. Fluid Requirements
 2. Electronic and Manual
 3. Operational Theory
 4. Clutches
 5. Gears
8. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation

7. Entertainment Systems
8. Communication Systems
9. Optical Systems
4. Alternative Fuels
 1. CNG
 2. Propane
 3. Bio-Diesel
 4. E85
 5. Hydrogen
5. Hybrids
 1. Gasoline/Electric
 2. Diesel/Electric
 3. Hydrogen/Electric
9. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments
Videos
- Discussion
Comments
Class discussion
- Lecture
Comments

The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Other No

Equity Based Curriculum

- DE Course Interaction

Address

The online lectures and videos show diversity of students and are both in English and Spanish.

- Measurable Objectives

Address

Discuss nomenclature used in the automotive industry and its effects on different groups.

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading

Add Assignment

Read X chapter and answer ASE style questions

2. **Assignment Type** Writing

Add Assignment

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

Research the service manual to determine proper repair procedures.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

At the end of every section

- Quizzes

Frequency

Weekly

- Class Participation

Frequency

Weekly

- Home Work

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-

must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Every section

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

Every assignment

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

At the beginning of each section

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency

weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Weekly quizzes and exams at the end of each section

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly. The online lectures show diversity of students and are both in English and Spanish.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

Weekly

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Access to online learning module will be provided by AAG

Other Materials Required of Students

v

1. **Enter Required Material**

Computer

2. Enter Required Material

Internet access

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

[LEA Letter DAS 101052.pdf](#)

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

01/03/2025

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 1

AAG Service

Effective: Fall 2026

Catalog Description:

APAG 1 - AAG Service

4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers Shop Safety & Service basics, Engine Performance, Inspect and Service Engines, Engine Diagnostics, Automatic / Manual Transmission, Drive Train & Trans Axle. This class fills in the theory portion of the lab sections.

4 Units Lecture

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
- B. Utilize and apply hazardous waste handling;
- C. Identify and describe uses of automotive related tools
- D. Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements
- E. Identify emissions components, understand 5 gas theory
- F. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
- G. Discuss four stroke engine cycle and identify engine parts
- H. Theorize on the future of the automotive industry
 - I. Basic engine teardown and reassembly

Course Content:

- 1. Safety and Handling of Hazardous Waste Materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and Inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
 - 4. Chassis lubrication
 - 5. Engine oil changes

1. Oil Types, Conventional and Synthetic
2. Oil change intervals
3. Theory
4. On car application
6. Fluid inspection and service
 1. Leaks
 2. Power steering
 3. Transmission
 4. Axles
 5. Washer
 6. Coolant/Antifreeze
 7. On car application
4. Operational theory Four stroke Engine Cycle
 1. Intake
 2. Compression
 3. Power
 4. Exhaust
 5. Timing
 1. Spark
 2. Camshaft
5. Gasoline Engine Component Identification and Teardown
 1. History of design and metallurgy of engines
 2. Engine Block components
 3. Cylinder Head components
 4. Intake, Exhaust and other major bolt on components
6. Emissions Systems
 1. Parts Identification
 2. Parts Theory
 3. Reading Emissions Labels
 4. 5 gas Theory

5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations
6. Environmental Responsibilities
7. Transmissions and Axles
 1. History of the transmission
 2. Automatic Transmissions
 1. Fluid Requirements
 1. On Car fluid checking
 2. Operational Theory
 3. Gears sets
 4. Clutches, Bands and Sprags
 5. Torque Converters
 3. Manual Transmissions
 1. Fluid Requirements
 2. Operational Theory
 3. Clutch
 4. Gears
 4. Front and Rear Axles
 1. Fluid Requirements
 2. Operational Theory
 3. Ring Gear
 4. Pinion Gear
 5. Propshafts
 5. Transfer Cases
 1. Fluid Requirements
 2. Electronic and Manual
 3. Operational Theory
 4. Clutches

5. Gears
8. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation
 7. Entertainment Systems
 8. Communication Systems
 9. Optical Systems
 4. Alternative Fuels
 1. CNG
 2. Propane
 3. Bio-Diesel
 4. E85
 5. Hydrogen
 5. Hybrids
 1. Gasoline/Electric
 2. Diesel/Electric
 3. Hydrogen/Electric
9. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Reading:

Read X chapter and answer ASE style questions

B. Writing:

Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests

1. At the end of every section

B. Quizzes

1. Weekly

C. Class Participation

1. Weekly

D. Home Work

1. Weekly

Student Learning Outcomes

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

- A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.



New Course: APAG 1L - AAG Service Laboratory

Cover

Subject APAG

Course Number 1L

Course Title AAG Service Laboratory

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

Study of engines: mechanical, measurement, and assembly. Transmissions and transaxles: mechanical, measurement, and assembly. Manual drive trains including front and rear axles, four-wheel drive and all-wheel drive, mechanical, measurement, and assembly. Engine performance: mechanical, measurement, diagnosis. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units

Lab Yes

Min Units 2.000

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lab Hours	108
------------------	-----

Inside of Class Hours	108
------------------------------	-----

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification Apprenticeship**
Interdisciplinary
Condition

Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Teardown typical rear axle assembly
2. **Objective Text**
Qualify new and used rear axle components
3. **Objective Text**
Teardown typical transmission assembly.
4. **Objective Text**
Qualify new and used transmission components
5. **Objective Text**
Teardown typical front axle assembly
6. **Objective Text**
Properly rebuild transfer case to manufacturer specifications
7. **Objective Text**
Rebuild transmission to manufacturer specifications.
8. **Objective Text**
Demonstrate proficient use of diagnostic information system
9. **Objective Text**
Manipulate and use hand held diagnostic test equipment
10. **Objective Text**

Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs

11. **Objective Text**

Perform tests related to popular fuel systems used on current model cars

12. **Objective Text**

Perform tests related to popular fuel systems used on current model cars

13. **Objective Text**

Operate a wide variety of precision measurement equipment.

14. **Objective Text**

Rebuild engines to manufacturer specifications.

15. **Objective Text**

Qualify new and used engine components.

16. **Objective Text**

Perform measurements of engine components and compare to specifications.

17. **Objective Text**

Teardown typical engine assembly.

Course Content

Lecture Content

Lab Content

1. Teardown typical engine assembly.
2. Take measurements of engine components and compare to specifications.
3. Qualify new and used engine components.
4. Rebuild engine to manufacturer specifications.
5. Transmission Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
6. Component measurement
 1. Specification lookup

2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. . Qualification of replacement components
 1. Correct component?
 2. New and used part comparison
8. Transmission rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 2. Assembly lube
 3. Gaskets and sealers
9. Rear Axle Teardown
 1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
10. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
11. Evaluation of replacement components
 1. Correct component?
 2. New and used part comparison
12. Rear Axle rebuilding

1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 - 1.
 1. Assembly lube
 2. Gaskets and sealers
 2. Pinion Depth setting
 3. Backlash setting
 4. Rotational torque
13. Front Axle theory
1. Gear Design
 1. Straight Cut
 2. Hypoid Cut
 3. Diagonal Cut
 4. Street vs. racing
 2. Pinion Design
 3. Ring Gear Design
 4. Locking/Non-Locking Design
14. Front Axle Teardown
1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
15. Component measurement
1. Specification lookup
 2. Comparison

1. Component diagnosis
 1. Failure analysis
16. Evaluation of replacement components
 1. Correct component?
 2. New and used part comparison
17. Front Axle rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 1. Assembly lube
 2. Gaskets and sealers
 2. Pinion Depth setting
 3. Backlash setting
 4. Rotational torque
18. Transfer case Teardown
 1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
19. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
20. Evaluation of replacement components
 1. Correct component?

2. New and used part comparison
21. Transfer case rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 1. Assembly lube
 2. Gaskets and sealers
22. Two speed axles
23. Fuel systems testing
 1. Perform pressure test
 2. Evaluate volume test and fuel composition
 3. Electronic pulse with modulation evaluation
 4. Volt drop and scope evaluation
24. Ignition System Testing
 1. Ignition Scope Usage
 2. Ignition Scope Reading and evaluation
25. Diagnostic patterns, and analyze gas readings
 1. Execute diagnostic as described in service information systems
 2. Study and evaluate exhaust gas readings
26. Diagnostic test equipment
 1. Identify proper tester for application
 2. Manipulate hand held scanners to retrieve diagnostic information.
27. Diagnostic information systems
 1. Access and extract diagnostic information.
 2. Research labor time guides for work determined in diagnostics.
28. Explain theory and functionality
 1. List theory of air fuel flow of a carburetor
 2. Explain advantages of port injectors and related equipment

- 29. Diagnose various Engine Performance concerns
- 30. Automotive standard nomenclature
 - 1. Parts and tools using possible offensive terms

Work Experience Content

Methods of Instruction

Check all that apply:

- Guest Lecturers

Comments

When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

- Lab

Comments

Group and individual laboratory activities will encourage participation and universal learning

Other No

Equity Based Curriculum

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lab will be a mix of independent work and group activities and will encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type Other**
Add Assignment
 1. Lab based assignments
 1. Measure pinion depth

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Rebuild a rear axle assembly.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation

Subject

Requisite Course

Non Course Requirements

Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Min Grade

Comments

Requisite Validation Apprenticeship

Skills Analysis

Requisite Course Objective(s)

Catalog View Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
Weekly
- Group Projects
Frequency
Weekly
- Lab Activities
Frequency
Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? No

Curriculum Committee Approval Date

Effective Term

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. No
A student can achieve the same goals and objectives identified in the course outline of record. No
The same assignments in the course outline of record can be completed by the student and graded by the instructor. No
The same assessments and level of student accountability can be achieved. No
If there are any topics you did not choose, use the text box below to explain why. No
Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No
Manuals/Periodicals No
Software No
Other Yes
Textbook

OER

Manual

Software

Other Learning Materials

1. Other

Lab Sheets and assignments as provided by AAG

Other Materials Required of Students

v

1. Enter Required Material

Safety Glasses

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

06/08/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



LAS POSITAS
COLLEGE

Course Outline for Apprenticeship Automotive Group 1L

AAG Service Laboratory

Effective: Fall 2026

Catalog Description:

APAG 1L - AAG Service Laboratory

2.00 Units

Study of engines: mechanical, measurement, and assembly. Transmissions and transaxles: mechanical, measurement, and assembly. Manual drive trains including front and rear axles, four-wheel drive and all-wheel drive, mechanical, measurement, and assembly. Engine performance: mechanical, measurement, diagnosis. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.

2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Optional

Lab Hours	108
------------------	-----

Inside of Class Hours	108
------------------------------	-----

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Teardown typical rear axle assembly
- B. Qualify new and used rear axle components
- C. Teardown typical transmission assembly.
- D. Teardown typical front axle assembly
- E. Qualify new and used transmission components
- F. Properly rebuild transfer case to manufacturer specifications
- G. Rebuild transmission to manufacturer specifications.
- H. Demonstrate proficient use of diagnostic information system
 - I. Manipulate and use hand held diagnostic test equipment
 - J. Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs
- K. Perform tests related to popular fuel systems used on current model cars
- L. Perform tests related to popular fuel systems used on current model cars
- M. Operate a wide variety of precision measurement equipment.
- N. Rebuild engines to manufacturer specifications.
- O. Qualify new and used engine components.
- P. Perform measurements of engine components and compare to specifications.
- Q. Teardown typical engine assembly.

Course Content:

- 1. Teardown typical engine assembly.
- 2. Take measurements of engine components and compare to specifications.
- 3. Qualify new and used engine components.
- 4. Rebuild engine to manufacturer specifications.

5. Transmission Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
6. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. . Qualification of replacement components
 1. Correct component?
 2. New and used part comparison
8. Transmission rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 2. Assembly lube
 3. Gaskets and sealers
9. Rear Axle Teardown
 1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
10. Component measurement
 1. Specification lookup

- 2. Comparison
 - 1. Component diagnosis
 - 1. Failure analysis
- 11. Evaluation of replacement components
 - 1. Correct component?
 - 2. New and used part comparison
- 12. Rear Axle rebuilding
 - 1. Manufacturer Procedures
 - 1. Component sequence
 - 2. Torque specifications
 - 3. Tightening sequences
 - 4. Special concerns
 - 1.
 - 1. Assembly lube
 - 2. Gaskets and sealers
 - 2. Pinion Depth setting
 - 3. Backlash setting
 - 4. Rotational torque
- 13. Front Axle theory
 - 1. Gear Design
 - 1. Straight Cut
 - 2. Hypoid Cut
 - 3. Diagonal Cut
 - 4. Street vs. racing
 - 2. Pinion Design
 - 3. Ring Gear Design
 - 4. Locking/Non-Locking Design
- 14. Front Axle Teardown
 - 1. Removal and identification of external components
 - 1. Special procedures

1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence
15. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
16. Evaluation of replacement components
 1. Correct component?
 2. New and used part comparison
17. Front Axle rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 1. Assembly lube
 2. Gaskets and sealers
 2. Pinion Depth setting
 3. Backlash setting
 4. Rotational torque
18. Transfer case Teardown
 1. Removal and identification of external components
 1. Special procedures
 1. Loosening sequence
 2. Removal and identification of internal components
 1. Special Procedures
 1. Loosening sequence

19. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
20. Evaluation of replacement components
 1. Correct component?
 2. New and used part comparison
21. Transfer case rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 1. Assembly lube
 2. Gaskets and sealers
22. Two speed axles
23. Fuel systems testing
 1. Perform pressure test
 2. Evaluate volume test and fuel composition
 3. Electronic pulse with modulation evaluation
 4. Volt drop and scope evaluation
24. Ignition System Testing
 1. Ignition Scope Usage
 2. Ignition Scope Reading and evaluation
25. Diagnostic patterns, and analyze gas readings
 1. Execute diagnostic as described in service information systems
 2. Study and evaluate exhaust gas readings
26. Diagnostic test equipment
 1. Identify proper tester for application

2. Manipulate hand held scanners to retrieve diagnostic information.
27. Diagnostic information systems
 1. Access and extract diagnostic information.
 2. Research labor time guides for work determined in diagnostics.
28. Explain theory and functionality
 1. List theory of air fuel flow of a carburetor
 2. Explain advantages of port injectors and related equipment
29. Diagnose various Engine Performance concerns
30. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities will encourage participation and universal learning
2. Guest Lecturers - When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

- A. Other:
 1. Lab based assignments
 1. Measure pinion depth

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Weekly
- B. Group Projects
 1. Weekly
- C. Lab Activities
 1. Weekly

Student Learning Outcomes

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

- A. Rebuild a rear axle assembly.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.



New Course: APAG 2 - AAG Chassis

Cover

Subject APAG

Course Number 2

Course Title AAG Chassis

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

AAG Apprenticeship lecture series from Electude. This class covers Steering and Suspension, ABS, hub & wheel bearings, Wheel and Tire, Braking Systems, and Air Bag safety. This class fills in the theory portion of the lab sections.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 4.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification Apprenticeship**
Interdisciplinary
Condition

Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
2. **Objective Text**
Differentiate between suspension and steering system types, inspect and qualify components;
3. **Objective Text**
Utilize and apply hazardous waste handling;
4. **Objective Text**
Identify and describe uses of automotive related tools
5. **Objective Text**
Discuss braking systems
6. **Objective Text**
Restraints system identification, know safety concerns of each system and inspection of restraint systems
7. **Objective Text**
Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
8. **Objective Text**
Theorize on the future of the automotive industry

Course Content

Lecture Content

1. Safety and Handling of hazardous waste materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
 1. Ratchets, Sockets, Wrenches, Screwdrivers
 2. Torque Wrenches
 3. Hammers, Pliers
 4. Specialty Tools
3. Maintenance and inspection
 1. Manufacturing recommendations
 2. Periodic inspections for unusual conditions
 3. Component failure inspections
 4. Chassis lubrication
4. Braking systems
 1. Base Systems
 1. Brake systems history and improvements through time
 2. Fluid differences and cautions
 3. Parts Identification
 4. Parts Theory
 1. On car inspection procedures
 1. Government and Manufacturer laws and regulations
 2. On car application
 2. Antilock Systems
 1. Differences from base systems
 2. Theory of operation
 3. Parts Identification
5. Steering and Suspension Systems
 1. Historical information and current technology
 2. Steering

1. Fluid usage current and historical
2. Different steering systems
3. Parts Identification
4. Parts theory
5. On car inspection procedures and application
 1. Government and Manufacturer laws and regulations
3. Steering
 1. Different suspension systems
 2. Parts Identification
 3. Parts theory
 4. On car inspection procedures and application
6. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. History of Airbags and current technology
 2. Parts Identification
 3. Parts Theory
 4. Inspection and Replacement
 5. Current Government Regulations
 6. Airbag deployment demonstration
7. Automotive Industry Future
 1. Environmental Concerns
8. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms
9. Hydrogen/Electric

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Online learning

- Discussion

Comments

Online discussion

- Lecture

Comments

Online lectures

Other No

Equity Based Curriculum

- DE Course Interaction

Address

The online lectures and videos show diversity of students and are both in English and Spanish.

- Measurable Objectives

Address

Discuss nomenclature used in the automotive industry and its effects on different groups.

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
Add Assignment
Read X chapter and answer ASE style questions
2. **Assignment Type** Writing
Add Assignment
Confirm basic automotive maintenance issues

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
Research the service manual to determine proper repair procedures.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

At the end of every section

- Quizzes

Frequency

Weekly

- Class Participation

Frequency

Weekly

- Home Work

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in

DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Electudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.

- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Every section

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

Every assignment

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

At the beginning of each section

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency

weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Weekly quizzes and exams at the end of each section

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

Weekly

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Access to online learning module will be provided by AAG

Other Materials Required of Students

v

1. **Enter Required Material**

Computer

2. **Enter Required Material**

Internet access

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

[LEA Letter DAS 101052.pdf](#)

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

01/03/2025

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 2

AAG Chassis

Effective: Fall 2026

Catalog Description:

APAG 2 - AAG Chassis

4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers Steering and Suspension, ABS, hub & wheel bearings, Wheel and Tire, Braking Systems, and Air Bag safety. This class fills in the theory portion of the lab sections.

4 Units Lecture

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
- B. Differentiate between suspension and steering system types, inspect and qualify components;
- C. Utilize and apply hazardous waste handling;
- D. Identify and describe uses of automotive related tools
- E. Discuss braking systems
- F. Restraints system identification, know safety concerns of each system and inspection of restraint systems
- G. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
- H. Theorize on the future of the automotive industry

Course Content:

- 1. Safety and Handling of hazardous waste materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
 - 4. Chassis lubrication
- 4. Braking systems
 - 1. Base Systems
 - 1. Brake systems history and improvements through time

2. Fluid differences and cautions
3. Parts Identification
4. Parts Theory
1. On car inspection procedures
 1. Government and Manufacturer laws and regulations
 2. On car application
2. Antilock Systems
 1. Differences from base systems
 2. Theory of operation
 3. Parts Identification
5. Steering and Suspension Systems
 1. Historical information and current technology
 2. Steering
 1. Fluid usage current and historical
 2. Different steering systems
 3. Parts Identification
 4. Parts theory
 5. On car inspection procedures and application
 1. Government and Manufacturer laws and regulations
 3. Steering
 1. Different suspension systems
 2. Parts Identification
 3. Parts theory
 4. On car inspection procedures and application
6. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. History of Airbags and current technology

2. Parts Identification
3. Parts Theory
4. Inspection and Replacement
5. Current Government Regulations
6. Airbag deployment demonstration
7. Automotive Industry Future
 1. Environmental Concerns
8. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms
9. Hydrogen/Electric

Methods of Instruction:

1. Audio-visual Activity - Online learning
2. Discussion - Online discussion
3. Lecture - Online lectures

Typical Assignments

- A. Reading:
Read X chapter and answer ASE style questions
- B. Writing:
Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. At the end of every section
- B. Quizzes
 1. Weekly

C. Class Participation

1. Weekly

D. Home Work

1. Weekly

Student Learning Outcomes

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

- A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.



New Course: APAG 2L - AAG Chassis Laboratory

Cover

Subject APAG

Course Number 2L

Course Title AAG Chassis Laboratory

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

Study of automotive steering and suspension systems: mechanical, measurement, and assembly, braking systems: mechanical, measurement, ABS and assembly, wheel and tire assembly. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units

Lab Yes

Min Units 2.000

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lab Hours	108
------------------	-----

Inside of Class Hours	108
------------------------------	-----

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Letter Grade Only

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Apprenticeship

Interdisciplinary
Condition
Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Qualify vehicle rim assembly
2. **Objective Text**
Qualify vehicle wheel assembly
3. **Objective Text**
Accurately investigate and catalogue consumer concerns
4. **Objective Text**
Demonstrate safe and appropriate handling of hazardous material
5. **Objective Text**
Demonstrate the ability to access the vehicle computer and various sensors relating to brakes and suspension systems
6. **Objective Text**
Use basic testing and diagnostic tools and equipment in the inspection, diagnosis and repair of automotive braking systems
7. **Objective Text**
Operate a wide variety of precision measurement equipment.
8. **Objective Text**
Qualify suspension systems
9. **Objective Text**
Qualify steering systems
10. **Objective Text**
Perform four wheel alignment

11. **Objective Text**

Diagnose suspension issues with a scanner

12. **Objective Text**

Diagnose steering issues with a scanner

Course Content

Lecture Content

Lab Content

1. Alignments
 1. Perform two wheel alignments
 2. Perform four-wheel alignments
 3. Conduct toe only adjustments
 4. Check cradle adjustments
2. Tire and wheel problems
 1. Check radial and lateral variations on both tires and wheels
 2. Make bearing pre-load adjustments
 3. Perform vibration correction tests to isolate customer concerns
3. Vibration concerns
 1. Perform vibration correction tests
 2. Isolate vibrations
 3. Identify type, frequency, and order of vibrations
4. McPherson strut and "A" –Arm type suspension systems
 1. Identify types of suspensions
 2. Perform adjustments pertaining to type of system
 3. Describe safety precautions and warning
 4. List benefits for each type system
5. Testing and diagnostic tools and equipment
 1. Proper and safe tool use procedures
 2. Diagnostic safety precautions
 3. Analysis of test results

4. Digital volt, ohm meter reading (DVOM)
5. Digital storage oscilloscope hook-up and reading
6. Computer access
 1. Access vehicle on board computer
 2. Retrieve codes and refer to diagnostic service information
 3. Evaluate sensor data
7. Hazardous material handling
 1. Demonstrate proper handling of brake system components
 2. Perform proper fluid disposal
8. Consumer concerns
 1. Research customer concerns, evaluate steps needed to repair concern
 2. Catalogue concern
 3. Repair Procedures
9. Electrical Concerns
 1. Base Brakes
 2. ABS
 3. Traction Control
 4. Collision avoidance
10. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Work Experience Content

Methods of Instruction

Check all that apply:

- Lab
- Comments**
Group and individual laboratory activities

Other Yes

1. Explain

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Equity Based Curriculum

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Perform 4-wheel alignment on 3 vehicles

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

Perform a four-wheel alignment.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation

Subject

Requisite Course

Non Course Requirements

Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Min Grade

Comments

Requisite Validation Apprenticeship

Skills Analysis

Requisite Course Objective(s)

Catalog View Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
Weekly
- Group Projects

Frequency

Weekly

- Lab Activities

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? No

Curriculum Committee Approval Date

Effective Term

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. No

A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor. No

The same assessments and level of student accountability can be achieved. No

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and

effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Lab Sheets and assignments as provided by AAG

Other Materials Required of Students

v

1. Enter Required Material
Safety Glasses

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

06/08/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 2L

AAG Chassis Laboratory

Effective: Fall 2026

Catalog Description:

APAG 2L - AAG Chassis Laboratory

2.00 Units

Study of automotive steering and suspension systems: mechanical, measurement, and assembly, braking systems: mechanical, measurement, ABS and assembly, wheel and tire assembly. Hands-on lab of the above-mentioned components, including teardown, evaluation, qualifying, and rebuilding.

2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Letter Grade Only

Lab Hours	108
Inside of Class Hours	108

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Qualify vehicle rim assembly
- B. Qualify vehicle wheel assembly
- C. Accurately investigate and catalogue consumer concerns
- D. Demonstrate safe and appropriate handling of hazardous material
- E. Demonstrate the ability to access the vehicle computer and various sensors relating to brakes and suspension systems
- F. Use basic testing and diagnostic tools and equipment in the inspection, diagnosis and repair of automotive braking systems
- G. Operate a wide variety of precision measurement equipment.
- H. Qualify suspension systems
 - I. Qualify steering systems
 - J. Perform four wheel alignment
- K. Diagnose suspension issues with a scanner
- L. Diagnose steering issues with a scanner

Course Content:

- 1. Alignments
 - 1. Perform two wheel alignments
 - 2. Perform four-wheel alignments
 - 3. Conduct toe only adjustments
 - 4. Check cradle adjustments
- 2. Tire and wheel problems
 - 1. Check radial and lateral variations on both tires and wheels
 - 2. Make bearing pre-load adjustments
 - 3. Perform vibration correction tests to isolate customer concerns
- 3. Vibration concerns
 - 1. Perform vibration correction tests

2. Isolate vibrations
3. Identify type, frequency, and order of vibrations
4. McPherson strut and "A" –Arm type suspension systems
 1. Identify types of suspensions
 2. Perform adjustments pertaining to type of system
 3. Describe safety precautions and warning
 4. List benefits for each type system
5. Testing and diagnostic tools and equipment
 1. Proper and safe tool use procedures
 2. Diagnostic safety precautions
 3. Analysis of test results
 4. Digital volt, ohm meter reading (DVOM)
 5. Digital storage oscilloscope hook-up and reading
6. Computer access
 1. Access vehicle on board computer
 2. Retrieve codes and refer to diagnostic service information
 3. Evaluate sensor data
7. Hazardous material handling
 1. Demonstrate proper handling of brake system components
 2. Perform proper fluid disposal
8. Consumer concerns
 1. Research customer concerns, evaluate steps needed to repair concern
 2. Catalogue concern
 3. Repair Procedures
9. Electrical Concerns
 1. Base Brakes
 2. ABS
 3. Traction Control
 4. Collision avoidance
10. Automotive standard nomenclature

1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

- A. Laboratory:
 1. Perform 4-wheel alignment on 3 vehicles

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Weekly
- B. Group Projects
 1. Weekly
- C. Lab Activities
 1. Weekly

Student Learning Outcomes

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

- A. Perform a four-wheel alignment.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.



LAS POSITAS
COLLEGE

New Course: APAG 3 - AAG Emissions

Cover

Subject APAG

Course Number 3

Course Title AAG Emissions

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 4.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification Apprenticeship**
Interdisciplinary
Condition

Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
2. **Objective Text**
Understand cycles of refrigerant;
3. **Objective Text**
Ohm's law, read basic schematics, test automotive electrical systems
4. **Objective Text**
Utilize and apply hazardous waste handling;
5. **Objective Text**
Identify and describe uses of automotive related tools
6. **Objective Text**
Identify emissions components, understand 5 gas theory
7. **Objective Text**
Discuss heating and cooling systems, perform basic cooling systems tests
8. **Objective Text**
Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
9. **Objective Text**
Theorize on the future of the automotive industry
10. **Objective Text**

Course Content

Lecture Content

1. Safety and Handling of Hazardous Waste Materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
 1. Ratchets, Sockets, Wrenches, Screwdrivers
 2. Torque Wrenches
 3. Hammers, Pliers
 4. Specialty Tools
3. Maintenance and Inspection
 1. Manufacturing recommendations
 2. Periodic inspections for unusual conditions
 3. Component failure inspections
4. Emissions Systems
 1. Parts Identification
 2. Parts Theory
 3. Reading Emissions Labels
 4. 5 gas Theory
 5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations
 6. Environmental Responsibilities
5. Heating and Cooling
 1. History and current innovations of heating and cooling systems
 2. Parts Identification

3. Heating Theory and operation
4. Heating Systems Testing
 1. Theory
 2. On car application
5. Coolant Systems Testing
 1. Theory
 2. On car application
6. Air Conditioning Systems
 1. Environmental concerns
 2. Parts Identification
 3. Parts Theory
 4. On car Testing and inspection procedures and application
7. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation
 7. Entertainment Systems
 8. Communication Systems
 9. Optical Systems
8. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Videos and website activities

- Discussion

Comments

Class discussion

- Lecture

Comments

The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Other No

Equity Based Curriculum

- DE Course Interaction

Address

The online videos and lectures show diversity of students and are both in English and Spanish.

- Measurable Objectives

Address

Discuss nomenclature used in the automotive industry and its effects on different groups.

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type Reading**
Add Assignment
Read X chapter and answer ASE style questions
2. **Assignment Type Writing**
Add Assignment
Confirm basic automotive maintenance issues

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
Research the service manual to determine proper repair procedures.
This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
At the end of every section
- Quizzes
Frequency
Weekly
- Class Participation
Frequency
Weekly
- Home Work
Frequency
Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Every section

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

Every assignment

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

At the beginning of each section

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency

weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Weekly quizzes and exams at the end of each section

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly. The online videos and lectures show diversity of students and are both in English and Spanish.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

Weekly. The online videos and lectures show diversity of students and are both in English and Spanish.

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Access to online learning module will be provided by AAG

Other Materials Required of Students

v

1. **Enter Required Material**

Computer

2. **Enter Required Material**

Internet access

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

[LEA Letter DAS 101052.pdf](#)

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

06/08/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 3

AAG Emissions

Effective: Fall 2026

Catalog Description:

APAG 3 - AAG Emissions

4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.

4 Units Lecture

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
- B. Understand cycles of refrigerant;
- C. Ohm's law, read basic schematics, test automotive electrical systems
- D. Utilize and apply hazardous waste handling;
- E. Identify and describe uses of automotive related tools
- F. Identify emissions components, understand 5 gas theory
- G. Discuss heating and cooling systems, perform basic cooling systems tests
- H. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile
 - I. Theorize on the future of the automotive industry
 - J. Basic engine teardown and reassembly

Course Content:

- 1. Safety and Handling of Hazardous Waste Materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and Inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
- 4. Emissions Systems
 - 1. Parts Identification

2. Parts Theory
3. Reading Emissions Labels
4. 5 gas Theory
5. Smog Controls
 1. California and Federal Requirements
 2. History of the Smog Program
 3. Government and Manufacturer laws and regulations
6. Environmental Responsibilities
5. Heating and Cooling
 1. History and current innovations of heating and cooling systems
 2. Parts Identification
 3. Heating Theory and operation
 4. Heating Systems Testing
 1. Theory
 2. On car application
 5. Coolant Systems Testing
 1. Theory
 2. On car application
6. Air Conditioning Systems
 1. Environmental concerns
 2. Parts Identification
 3. Parts Theory
 4. On car Testing and inspection procedures and application
7. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers

2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation
 7. Entertainment Systems
 8. Communication Systems
 9. Optical Systems
8. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos and website activities
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

- A. Reading:
Read X chapter and answer ASE style questions
- B. Writing:
Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. At the end of every section
- B. Quizzes

- 1. Weekly
- C. Class Participation
 - 1. Weekly
- D. Home Work
 - 1. Weekly

Student Learning Outcomes

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

- A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

- 1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Computer.
- 2. Internet access.



New Course: APAG 3L - AAG Emissions Laboratory

Cover

Subject APAG

Course Number 3L

Course Title AAG Emissions Laboratory

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

Study of engine performance: mechanical, measurement, diagnosis, and assembly, HVAC: mechanical, measurement, and assembly. Hands-on lab of the above-mentioned components, including scanner, evaluation, qualifying, and repairing.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units

Lab Yes

Min Units 2.000

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lab Hours	108
------------------	-----

Inside of Class Hours	108
------------------------------	-----

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Apprenticeship

Interdisciplinary
Condition
Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Chart, inspect, and test computerized HVAC control system sensors, HVAC control module, actuators, and circuits using a digital-multi-meter (DMM) on board diagnostic scan tool, and perform necessary action
2. **Objective Text**
Obtain and interpret Service Information, Tools, Safety
3. **Objective Text**
Diagnose the causes of HVAC system concerns resulting from malfunctions in the computerized HVAC control system with or without diagnostic trouble codes
4. **Objective Text**
Evaluate and adjust HVAC system controls
5. **Objective Text**
Assess cooling system performance
6. **Objective Text**
Perform air conditioning (AC) evacuation and recharge
7. **Objective Text**
Diagnose malfunctions of vacuum and motor driven mode door
8. **Objective Text**
Perform tests related to popular fuel systems used on current model cars
9. **Objective Text**
Perform tests related to popular ignition systems used on current model cars

10. **Objective Text**

Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs

11. **Objective Text**

Manipulate and use hand held diagnostic test equipment

12. **Objective Text**

Demonstrate proficient use of diagnostic information system

Course Content

Lecture Content

Lab Content

1. Fuel systems testing
 1. Perform pressure test
 2. Evaluate volume test and fuel composition
 3. Electronic pulse with modulation evaluation
 4. Volt drop and scope evaluation
2. Ignition System Testing
 1. Ignition Scope Usage
 2. Ignition Scope Reading and evaluation
3. Diagnostic patterns, and analyze gas readings
 1. Execute diagnostic as described in service information systems
 2. Study and evaluate exhaust gas readings
4. Diagnostic test equipment
 1. Identify proper tester for application
 2. Manipulate hand held scanners to retrieve diagnostic information.
5. Diagnostic information systems
 1. Access and extract diagnostic information.
 2. Research labor time guides for work determined in diagnostics.
6. Explain theory and functionality
 1. List theory of air fuel flow of a carburetor
 2. Explain advantages of port injectors and related equipment

7. Diagnose various Engine Performance concerns
8. Air Flow Management System
9. HVAC Electrical Circuits and Schematics
10. Advanced Electrical HVAC systems
11. Engine Cooling System Parts and Operation
12. Heater System Operation and Diagnosis
13. Automatic Temperature Control Systems
14. Hybrid Electric Vehicle HVAC Systems
15. Maintenance and Light Repair HVAC Inspection
16. Refrigerant Recovery, Recycling and Handling
17. A/C System Diagnosis and Service

Work Experience Content

Methods of Instruction

Check all that apply:

- Lab

Comments

Group and individual laboratory activities

Other Yes

1. Explain

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Equity Based Curriculum

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory
Add Assignment
 1. Perform diagnosis of MIL

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Diagnose an MIL light using proper service information and diagnostic strategies.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation

Subject

Requisite Course

Non Course Requirements

Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Min Grade

Comments

Requisite Validation Apprenticeship

Skills Analysis

Requisite Course Objective(s)

Catalog View Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

Weekly

- Group Projects

Frequency

Weekly

- Lab Activities

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? No

Curriculum Committee Approval Date

Effective Term

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. No

A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor. No

The same assessments and level of student accountability can be achieved. No

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Lab Sheets and assignments as provided by AAG

Other Materials Required of Students

1. Enter Required Material

Safety Glasses

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

06/08/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 3L AAG Emissions Laboratory

Effective: Fall 2026

Catalog Description:

APAG 3L - AAG Emissions Laboratory

2.00 Units

Study of engine performance: mechanical, measurement, diagnosis, and assembly, HVAC: mechanical, measurement, and assembly. Hands-on lab of the above-mentioned components, including scanner, evaluation, qualifying, and repairing.

2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Chart, inspect, and test computerized HVAC control system sensors, HVAC control module, actuators, and circuits using a digital-multi-meter (DMM) on board diagnostic scan tool, and perform necessary action
- B. Obtain and interpret Service Information, Tools, Safety
- C. Diagnose the causes of HVAC system concerns resulting from malfunctions in the computerized HVAC control system with or without diagnostic trouble codes
- D. Evaluate and adjust HVAC system controls
- E. Assess cooling system performance
- F. Perform air conditioning (AC) evacuation and recharge
- G. Diagnose malfunctions of vacuum and motor driven mode door
- H. Perform tests related to popular fuel systems used on current model cars
 - I. Perform tests related to popular ignition systems used on current model cars
 - J. Formulate diagnostic patterns, and analyze gas readings to expedite proper repairs
- K. Manipulate and use hand held diagnostic test equipment
- L. Demonstrate proficient use of diagnostic information system

Course Content:

1. Fuel systems testing
 1. Perform pressure test
 2. Evaluate volume test and fuel composition
 3. Electronic pulse with modulation evaluation
 4. Volt drop and scope evaluation
2. Ignition System Testing
 1. Ignition Scope Usage
 2. Ignition Scope Reading and evaluation
3. Diagnostic patterns, and analyze gas readings
 1. Execute diagnostic as described in service information systems
 2. Study and evaluate exhaust gas readings

4. Diagnostic test equipment
 1. Identify proper tester for application
 2. Manipulate hand held scanners to retrieve diagnostic information.
5. Diagnostic information systems
 1. Access and extract diagnostic information.
 2. Research labor time guides for work determined in diagnostics.
6. Explain theory and functionality
 1. List theory of air fuel flow of a carburetor
 2. Explain advantages of port injectors and related equipment
7. Diagnose various Engine Performance concerns
8. Air Flow Management System
9. HVAC Electrical Circuits and Schematics
10. Advanced Electrical HVAC systems
11. Engine Cooling System Parts and Operation
12. Heater System Operation and Diagnosis
13. Automatic Temperature Control Systems
14. Hybrid Electric Vehicle HVAC Systems
15. Maintenance and Light Repair HVAC Inspection
16. Refrigerant Recovery, Recycling and Handling
17. A/C System Diagnosis and Service

Methods of Instruction:

1. Lab - Group and individual laboratory activities
2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

- A. Laboratory:

1. Perform diagnosis of MIL

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Weekly
- B. Group Projects
 1. Weekly
- C. Lab Activities
 1. Weekly

Student Learning Outcomes

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

- A. Diagnose an MIL light using proper service information and diagnostic strategies.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.



New Course: APAG 4 - AAG Electrical

Cover

Subject APAG

Course Number 4

Course Title AAG Electrical

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 4.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification Apprenticeship**
Interdisciplinary
Condition

Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
2. **Objective Text**
Observe Charging Systems
3. **Objective Text**
Observe Starting Systems
4. **Objective Text**
Discuss Lighting Systems
5. **Objective Text**
Discuss Body Electrical
6. **Objective Text**
Discuss Electrical and Battery Systems
7. **Objective Text**
Ohm's law, read basic schematics, test automotive electrical systems
8. **Objective Text**
Utilize and apply hazardous waste handling
9. **Objective Text**
Identify and describe uses of automotive related tools
10. **Objective Text**

Course Content

Lecture Content

1. Safety and Handling of Hazardous Waste Materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
2. Tool Identification
 1. Ratchets, Sockets, Wrenches, Screwdrivers
 2. Torque Wrenches
 3. Hammers, Pliers
 4. Specialty Tools
3. Maintenance and Inspection
 1. Manufacturing recommendations
 2. Periodic inspections for unusual conditions
 3. Component failure inspections
 4. Fluid inspection and service
 1. Leaks
4. Heating and Cooling
 1. Battery
5. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking

4. Parking
5. Heads up Displays
6. Navigation
7. Entertainment Systems
8. Communication Systems
9. Optical Systems
4. Alternative Fuels
 1. CNG
 2. Propane
 3. Bio-Diesel
 4. E85
 5. Hydrogen
5. Hybrids
 1. Gasoline/Electric
 2. Diesel/Electric
 3. Hydrogen/Electric
6. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments
Videos and online activities
- Discussion
Comments
Class discussion

- Lecture

Comments

The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Other No

Equity Based Curriculum

- DE Course Interaction

Address

The online lectures and videos show diversity of students and are both in English and Spanish.

- Measurable Objectives

Address

Discuss nomenclature used in the automotive industry and its effects on different groups.

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading

Add Assignment

Read X chapter and answer ASE style questions

2. **Assignment Type** Writing

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Research the service manual to determine proper repair procedures.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

At the end of every section

- Quizzes

Frequency

Weekly

- Class Participation

Frequency

Weekly

- Home Work

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

AAG and Electude have partnered to offer Eletudes training to a wide variety of students who would otherwise be left out of classroom attendance. Electude is accepted as the standard for online automotive training.

Explain how the decision was made to offer this course in a Distance Education mode.

Electude only offers online learning in lecture form. The classes give the students the theory. Students will gain hands-on experience through the lab classes associated with AAG and also with work experience.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Every section

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

Every assignment

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

At the beginning of each section

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency

weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include

how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Weekly quizzes and exams at the end of each section.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly. The online lectures and videos show diversity of students and are both in English and Spanish.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

Weekly

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Access to online learning module will be provided by AAG

Other Materials Required of Students

v

1. Enter Required Material
Computer
2. Enter Required Material
Internet access

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

[LEA Letter DAS 101052.pdf](#)

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

01/03/2025

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 4

AAG Electrical

Effective: Fall 2026

Catalog Description:

APAG 4 - AAG Electrical

4.00 Units

AAG Apprenticeship lecture series from Electude. This class covers all areas of automotive and fills in the theory portion of the lab sections.

4 Units Lecture

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Discuss the various nomenclature the automotive industry uses and its effects on various groups of people
- B. Observe Charging Systems
- C. Observe Starting Systems
- D. Discuss Lighting Systems
- E. Discuss Body Electrical
- F. Discuss Electrical and Battery Systems
- G. Ohm's law, read basic schematics, test automotive electrical systems
- H. Utilize and apply hazardous waste handling
 - I. Identify and describe uses of automotive related tools
 - J. Theorize on the future of the automotive industry

Course Content:

- 1. Safety and Handling of Hazardous Waste Materials
 - 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 - 2. Industry safety standards applied
 - 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
- 2. Tool Identification
 - 1. Ratchets, Sockets, Wrenches, Screwdrivers
 - 2. Torque Wrenches
 - 3. Hammers, Pliers
 - 4. Specialty Tools
- 3. Maintenance and Inspection
 - 1. Manufacturing recommendations
 - 2. Periodic inspections for unusual conditions
 - 3. Component failure inspections
 - 4. Fluid inspection and service
 - 1. Leaks

4. Heating and Cooling
 1. Battery
5. Automotive Industry Future
 1. Environmental Concerns
 2. Oil Supply Concerns
 1. Middle East Stability
 2. How much is left?
 3. Electronic Integration
 1. Computers
 2. Steering
 3. Braking
 4. Parking
 5. Heads up Displays
 6. Navigation
 7. Entertainment Systems
 8. Communication Systems
 9. Optical Systems
 4. Alternative Fuels
 1. CNG
 2. Propane
 3. Bio-Diesel
 4. E85
 5. Hydrogen
 5. Hybrids
 1. Gasoline/Electric
 2. Diesel/Electric
 3. Hydrogen/Electric
 6. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Audio-visual Activity - Videos and online activities
2. Discussion - Class discussion
3. Lecture - The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

A. Reading:

Read X chapter and answer ASE style questions

B. Writing:

Confirm basic automotive maintenance issues

Methods of Evaluating Student Progress

A. Exams/Tests

1. At the end of every section

B. Quizzes

1. Weekly

C. Class Participation

1. Weekly

D. Home Work

1. Weekly

Student Learning Outcomes

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

- A. Research the service manual to determine proper repair procedures.

Textbooks (Typical):

Other Learning Materials:

1. Access to online learning module will be provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer.
2. Internet access.



New Course: APAG 4L - AAG Electrical Laboratory

Cover

Subject APAG

Course Number 4L

Course Title AAG Electrical Laboratory

Effective Term Fall 2026

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code 0948.00 - Automotive Technology*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

Study of electrical and electronic systems: electrical measurement and testing, EV and Hybrid systems. Hands-on lab of the above-mentioned components, including evaluation, qualifying, and repairing.

Material fees apply to this course? No

This course is part of a new program Yes

Enter program name APAG

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units

Lab Yes

Min Units 2.000

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lab Hours	108
------------------	-----

Inside of Class Hours	108
------------------------------	-----

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) Yes

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Courses approved by AAG

Session 1 - Introduction and Shop Safety CCAR eSafety - Light Vehicles

Session 11 - Inspect and Service Engines

Session 12 - Engine Service and Diagnostics

Session 18 - Automatic Transmissions

Session 19 - Manual Transmission and Clutch

Session 20 - Drive Line and Axle

Session 5 - Wheels and Tires

Session 6 - Steering and Suspension - Part 1

Session 7 - Steering and Suspension - Part 2

Session 2 - Braking Systems - Part 1

Session 3 - Braking Systems - Part 2

Session 4 - A.B.S., Hub and Wheel Bearing

Session 8 - Electrical Basics, Batteries & Air Bag Safety

Session 9 - Starting and Charging Systems

Session 10 - Body Electrical and Lighting

Session 17 - Electric Systems and Electric Vehicles

Session 16 - HVAC

Session 13 - Diagnostic Test Strategies - Part 1

Session 14 - Diagnostic Test Strategies - Part 2

Session 15 - Emissions Systems

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Apprenticeship

Interdisciplinary
Condition
Apprenticeship

Course Objectives

Objectives

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

1. **Objective Text**
Perform Charging systems test
2. **Objective Text**
Perform Starting systems test
3. **Objective Text**
Identify and describe uses of automotive related tools
4. **Objective Text**
Utilize and apply hazardous waste handling
5. **Objective Text**
Restraints system identification
6. **Objective Text**
Use electrical test equipment for accurate diagnosis of electrical systems and sub-systems;
7. **Objective Text**
Use problem-solving skills to categorize systems faults in automotive circuits and make needed repairs
8. **Objective Text**
Identify types of ignition systems
9. **Objective Text**
Describe and evaluate fuel control circuits for proper operation
10. **Objective Text**
Conduct circuit and wire repairs

11. Objective Text

Diagnose and repair basic automotive battery, starting, charging system

Course Content

Lecture Content

Lab Content

1. Problem solving
 1. Classify type of electrical faults
 2. Evaluate needed diagnostic procedure
 3. Research proper diagnostic path as outlined by the manufacturer or industry standards and make needed repairs
 4. Perform needed tests to confirm repairs
2. Identifying types of ignition systems
 1. Standard, electronic, high energy, distributor, non-distributor
 2. Safety precautions while diagnosing
 3. Identify circuitry, current theory and concepts
3. Fuel control: operation and evaluation
 1. Identify type of controller
 2. Categorize type of injectors used
 3. Evaluate proper operation of system
 4. Perform pressure checks
 5. Explain scanner readings, meter readings and scope readings
4. Diagnosis of connected system
 1. Brakes and ABS system
 2. Steering
 3. Suspension
 4. HVAC
5. Circuit and wire repairs
 1. Lay out and perform solder repairs
 2. Lay out and perform splice repairs
 3. Lay out and perform terminal and connector repairs

4. Produce sound diagnostic approach to identify faults
6. Safety and Handling of hazardous waste materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
7. Tool Identification
8. Maintenance and inspection
 1. Periodic inspections for unusual conditions
 2. Component failure inspections
9. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. Parts Identification
10. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Work Experience Content

Methods of Instruction

Check all that apply:

- Lab

Comments

Group and individual laboratory activities

Other Yes

1. Explain

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Equity Based Curriculum

- Course Content

Address

Discuss automotive standard nomenclature and address parts and tools using possible offensive terms.

- Methods of Instruction

Address

The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

Typical Assignments

1. **Assignment Type** Laboratory

Add Assignment

1. Perform Voltage drop on the starter circuit

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

Test the starter circuit using the proper test equipment and evaluate the results.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation

Subject

Requisite Course

Non Course Requirements

Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship.

Min Grade

Comments

Requisite Validation Apprenticeship

Skills Analysis

Requisite Course Objective(s)

Catalog View Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
Weekly
- Group Projects

Frequency

Weekly

- Lab Activities

Frequency

Weekly

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? No

Curriculum Committee Approval Date

Effective Term

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.

I have consulted with my Dean regarding the creation of a DE addendum for this course.

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. No

A student can achieve the same goals and objectives identified in the course outline of record. No

The same assignments in the course outline of record can be completed by the student and graded by the instructor. No

The same assessments and level of student accountability can be achieved. No

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and

effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

Textbooks/Materials

Publisher Textbooks No

OER Textbooks No

Manuals/Periodicals No

Software No

Other Yes

Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**

Lab Sheets and assignments as provided by AAG

Other Materials Required of Students

v

1. Enter Required Material
Safety Glasses

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component No

Transferability

CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Hagopian, Brian

Origination Date

06/08/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/24/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

094800 - Automotive Technology

CIP Code

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Apprenticeship Automotive Group 4L AAG Electrical Laboratory

Effective: Fall 2026

Catalog Description:

APAG 4L - AAG Electrical Laboratory

2.00 Units

Study of electrical and electronic systems: electrical measurement and testing, EV and Hybrid systems. Hands-on lab of the above-mentioned components, including evaluation, qualifying, and repairing.

2 Units Lab

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Apprenticeship Group apprenticeship..

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Apprenticeship

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Perform Charging systems test
- B. Perform Starting systems test
- C. Identify and describe uses of automotive related tools
- D. Utilize and apply hazardous waste handling
- E. Restraints system identification
- F. Use electrical test equipment for accurate diagnosis of electrical systems and sub-systems;
- G. Use problem-solving skills to categorize systems faults in automotive circuits and make needed repairs
- H. Identify types of ignition systems
 - I. Describe and evaluate fuel control circuits for proper operation
 - J. Conduct circuit and wire repairs
- K. Diagnose and repair basic automotive battery, starting, charging system

Course Content:

- 1. Problem solving
 - 1. Classify type of electrical faults
 - 2. Evaluate needed diagnostic procedure
 - 3. Research proper diagnostic path as outlined by the manufacturer or industry standards and make needed repairs
 - 4. Perform needed tests to confirm repairs
- 2. Identifying types of ignition systems
 - 1. Standard, electronic, high energy, distributor, non-distributor
 - 2. Safety precautions while diagnosing
 - 3. Identify circuitry, current theory and concepts
- 3. Fuel control: operation and evaluation
 - 1. Identify type of controller
 - 2. Categorize type of injectors used
 - 3. Evaluate proper operation of system
 - 4. Perform pressure checks

5. Explain scanner readings, meter readings and scope readings
4. Diagnosis of connected system
 1. Brakes and ABS system
 2. Steering
 3. Suspension
 4. HVAC
5. Circuit and wire repairs
 1. Lay out and perform solder repairs
 2. Lay out and perform splice repairs
 3. Lay out and perform terminal and connector repairs
 4. Produce sound diagnostic approach to identify faults
6. Safety and Handling of hazardous waste materials
 1. Occupational Safety Health Administration (OSHA) Shop standards applied
 2. Industry safety standards applied
 3. Hazardous material handling; waste oil, as well as other chemicals related to the automobile
7. Tool Identification
8. Maintenance and inspection
 1. Periodic inspections for unusual conditions
 2. Component failure inspections
9. Safety Restraints
 1. Seat Belts
 1. Installation Concerns
 2. Inspection and Replacement
 2. Airbags
 1. Parts Identification
10. Automotive standard nomenclature
 1. Parts and tools using possible offensive terms

Methods of Instruction:

1. Lab - Group and individual laboratory activities

2. The methods of instruction can be intentional to incorporate real life experiences of diverse automotive technicians. Lab activities can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a cross culture of gender, ethnicity, age, and sexual orientation.

Typical Assignments

- A. Laboratory:
 1. Perform Voltage drop on the starter circuit

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Weekly
- B. Group Projects
 1. Weekly
- C. Lab Activities
 1. Weekly

Student Learning Outcomes

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

- A. Test the starter circuit using the proper test equipment and evaluate the results.

Textbooks (Typical):

Other Learning Materials:

1. Lab Sheets and assignments as provided by AAG.

Other Materials Required of Students

Other Materials Required of Students:

1. Safety Glasses.



New Course: GEOL 11 - Introduction to Climate Science

Cover

Subject GEOL

Course Number 11

Course Title Introduction to Climate Science

Effective Term Fall 2026

Justification for course proposal

The earth sciences have undergone a profound pivot over the past several decades away from a focus on geology as a tool for discovering and exploiting fossil fuel and mineral resources and toward a focus on climate science as a means of understanding the climate crisis. Our current earth sciences curriculum at Las Positas College does not yet reflect this shift. We still teach primarily physical geology, including a natural resource geology course taught every Fall semester, while we do not offer a course on introductory climate science. This is a serious disservice to our students primarily because geology jobs in the fossil fuel industry are drying up rapidly while jobs in climate science are proliferating. To make sure that we are equipping our students with the knowledge they will need for the jobs of the present and the future, rather than the jobs of the past, we urgently need to offer an introductory climate science course.

TOP Code 1930.00 - Earth Science

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course covers the foundations of our current understanding of global climate. Emphasis is placed on an understanding of energy balance, the greenhouse effect, and the processes by which heat and greenhouse gasses move through earth systems. Topics include radiation, Earth's energy balance, the greenhouse effect, the carbon cycle, climate feedbacks, atmosphere-ocean interactions, global atmospheric circulation, weather and regional climate, climate change, and more. This course will discuss past climate, present climate,

and discuss models of future climate in a changing world. Impacts of climate change on natural and human systems, as well as the ethical, social, and economic aspects of human-caused climate change will be briefly presented. Solutions to climate change will be discussed.

Material fees apply to this course? No

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

1. Program Geology - Certificate of Achievement (12 to fewer than 16 units) (Active) - Fall 2022

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 3.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Number of times a course can be taken for credit. 1

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. Minimum Qualification Earth Science
Interdisciplinary
Condition

Earth Science

Course Objectives

Objectives

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

- 1. Objective Text**
Apply the concepts of heat budget and equilibrium to Earth and use them to assess the effects of altering Earth's heat equilibrium on its climate system
- 2. Objective Text**
Describe the carbon cycle and identify the key geologic, biological, and anthropogenic pathways that link the planet's major carbon reservoirs
- 3. Objective Text**
Explain how the greenhouse effect warms the planet, identify major greenhouse gasses, and assess the impact of changes in greenhouse gas concentration on planetary climate
- 4. Objective Text**
Apply the concept of electromagnetic radiation to Earth's heat budget, the greenhouse effect
- 5. Objective Text**
Explain key weather phenomena, including rain shadow, monsoon, hurricane, drought, etc., in terms of fundamental physical and climate principles
- 6. Objective Text**
Discuss the concepts of climate forcing and feedback, identify and describe several, and assess their relevance to past, present, and future climate change
- 7. Objective Text**
Describe the role of the oceans in global climate and assess the impact of current trends in ocean temperature and acidity on current and future climate change
- 8. Objective Text**
Analyze past climate change events and climate data
- 9. Objective Text**
Predict future climate change using climate models
- 10. Objective Text**
Assess the social, political, economic, and environmental impacts of climate change

Course Content

Lecture Content

1. Introduction
 1. Scientific method
 2. Climate vs weather
 3. The climate system: atmosphere, ocean, cryosphere, biosphere (and lithosphere)
 4. The complex, interacting processes that affect climate
2. Foundations
 1. Electromagnetic radiation
 2. Earth's energy budget
 3. Greenhouse effect
 4. Carbon cycles
 5. Forcing, feedback and climate sensitivity
3. Atmosphere
 1. Atmospheric circulation: heat transfer, coriolis effect, and atmospheric convection cells
 2. Atmospheric structure
 3. Cloud formation
4. Oceans
 1. Water's remarkable properties
 2. Ocean structure
 3. Ocean chemistry
 4. Ocean circulation
5. Atmosphere-ocean interactions, weather, and regional climate
 1. Monsoon
 2. El Nino/La Nina
 3. Hurricanes
 4. Rain shadow
6. Climate change
 1. Climate modeling
 2. Climate forecasts and climate scenarios
 3. Social, political, economic, and ecological impacts of climate change

4. Climate solutions

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Instructor may utilize audio-visual content as an instructional method, such as documentaries, short educational videos explaining climate science concepts, etc.

- Classroom Activity

Comments

Instructor may utilize in-class discussions, in-class group critical thinking activities, individual exercises, etc.

- Lecture

Comments

May include presentation of course content and concepts via slideshow, use of the whiteboard ("chalk talk"), etc.

Other No

Equity Based Curriculum

- DE Course Interaction

Address

Instructor will actively engage with students and create student-student interaction to ensure a sense of belonging in the course

- Course Content

Address

Course content includes highlighting the social, political, economic, and ecological impacts of climate change. Instructor will make course content culturally relevant to all groups, including emphasizing the disproportionate impacts of climate change and role of "frontline communities," highlighting the role of climate scientists from minoritized groups, etc.

- Methods of Instruction

Address

Instructor will use a variety of methods of instruction to reach all types of learners and all levels of preparation

- Typical Texts

Address

Instructor will ensure that the cost of textbooks for the course is kept to a minimum, with an emphasis on free, online resources

Typical Assignments

Typical Assignments

1. **Assignment Type** Research

Add Assignment

1. Students will research the latest climate trends and climate change impacts (social, political, environmental, economic, agricultural, humanitarian, etc.), using IPCC reports as their primary textual source but incorporating other sources as needed

2. **Assignment Type** Writing

Add Assignment

1. Students will read Ch. 4 (b) on the greenhouse effect and then describe how it works, using their own words. Students will be encouraged to write in their own voice without worrying about sounding 'formal' or 'scientific' in their explanations. They will also draw a diagram that describes in images what they wrote in words.
2. Students will read an article about Eunice Newton Foote and reflect on how the process of scientific discovery is influenced by bias, culture, social, and other human factors. They will also reflect on what they think of when they hear the word "scientist," especially who is not typically included in that term.

3. **Assignment Type** Other

Add Assignment

1. Students will evaluate and analyze climate data from ice cores and marine fossils indicating atmospheric CO₂ concentrations, sea level, and temperature going back 800,000 years. They will describe patterns they see, hypothesize

the forces and factors that caused these patterns, and predict future climate change on the basis of past climate change data.

4. Assignment Type Reading

Add Assignment

1. Students will read portions of the textbook prior to attending class to prepare them for lesson content

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

Analyze and discuss past climate data, models, and forecasts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically: Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Determine which technology will effectively and efficiently produce the desired results

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Use appropriate technology to acquire, organize, analyze, and communicate

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**

Discuss the social, political, economic, and ecological impacts of climate change.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. Outcome Text

Describe the key ocean-atmosphere interactions and their effect on local weather and climate.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically: Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Determine which technology will effectively and efficiently produce the desired results
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Use appropriate technology to acquire, organize, analyze, and communicate
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

4. Outcome Text

Draw and explain the impact of the geological and biological carbon cycles on Earth's climate system.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically: Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Determine which technology will effectively and efficiently produce the desired results
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Use appropriate technology to acquire, organize, analyze, and communicate
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

5. Outcome Text

Define and explain the significance to global climate of electromagnetic radiation, the Earth's energy balance, the greenhouse effect, albedo, and heat equilibrium.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically: Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Use appropriate technology to acquire, organize, analyze, and communicate
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Demonstrate ethical, legal, and safe practices when using technology
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
At least one midterm or final exam
- Quizzes
Frequency
Frequent quizzes (suggested frequency of weekly or every few weeks)
- Class Participation
Frequency
weekly, demonstrated through class attendance, participation in group and class discussions, etc.
- Home Work
Frequency

Regular assignments designed to further, deepen, and solidify students' in-class learning

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

Distance Education has become an important equity concern, especially in enabling colleges to reach students who don't have the time, financial resources, transportation, child care, or other resources necessary to attend in-person courses. Offering a mix of online and in-person classes allows the College to meet students where they are, reach all students regardless of income, race, gender, family and work responsibilities, etc.

Explain how the decision was made to offer this course in a Distance Education mode.

After assessing the Geology program's course offerings and class fill rates, an overall strategy of offering both online and in-person classes was selected. Therefore, all new Geology courses will be offered in both modalities

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and

effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

As-needed, depending on individual student performance and participation

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

Weekly or bi-weekly, depending on the frequency of other assignments

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

Feedback will be provided on each assignment within one week of the due date for that assignment. Frequency of feedback on assignments will thus mirror the frequency of assignments

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

Weekly, or more frequent if needed

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

As-needed

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

Weekly or bi-weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency

Two-three times per semester

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency

As-needed

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency

Once per semester

- **Wikis:** *Students will use wikis to work collaboratively.*

Frequency

Once per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

Bi-weekly

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency

Two-three times per semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency

Once per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Frequent quizzes (suggested frequency of weekly or every few weeks), at least one exam

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

As-needed

Textbooks/Materials

Publisher Textbooks Yes

OER Textbooks Yes

Manuals/Periodicals No

Software No

Other No

Textbook

1. **Author(s)** Michael A. Box and Gail P. Box

Title The science of our changing climate

Edition 1st

Publisher Cambridge University Press

ISBN-13 978-1009372336

Year 2024

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

2. **Author(s)** Harald Lesch , Cecilia Scorza-Lesch , Katharina Theis-Bröhl

Title Understanding climate change

Edition 1st

Publisher Springer

ISBN-13

Year 2023

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

OER

1. **Author(s)** Andreas Schmittner

Title Introduction to Climate Science

Edition 1st

Publisher Oregon State University

URL <https://open.oregonstate.education/climatechange/>

Year 2018

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.)

This is the best OER textbook on climate science available

Or Equivalent No

Manual

Software

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component Yes

Transferability

CSU transfer Yes

- Transfers to CSU

Comments

New Request Yes

Already Approved No

Cal-GETC Yes

- 5A - Physical Science

Comments

New Request Yes

Already approved substantial change No

Already approved unsubstantial change No

UC transfer Yes

- Transfers to UC

Comments

New Request Yes

Already approved substantial change No

Already approved unsubstantial change No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE Yes

- 5 - Natural Sciences

Comments

New Request Yes

Already approved substantial change No

Already approved unsubstantial change No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) Yes

Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Blatter, Daniel

Origination Date

08/21/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

02/19/2025

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

193000 - Earth Science

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



LAS POSITAS
COLLEGE

Course Outline for Geology 11 Introduction to Climate Science

Effective: Fall 2026

Catalog Description:

GEOL 11 - Introduction to Climate Science

3.00 Units

This course covers the foundations of our current understanding of global climate. Emphasis is placed on an understanding of energy balance, the greenhouse effect, and the processes by which heat and greenhouse gasses move through earth systems. Topics include radiation, Earth's energy balance, the greenhouse effect, the carbon cycle, climate feedbacks, atmosphere-ocean interactions, global atmospheric circulation, weather and regional climate, climate change, and more. This course will discuss past climate, present climate, and discuss models of future climate in a changing world. Impacts of climate change on natural and human systems, as well as the ethical, social, and economic aspects of human-caused climate change will be briefly presented. Solutions to climate change will be discussed.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply the concepts of heat budget and equilibrium to Earth and use them to assess the effects of altering Earth's heat equilibrium on its climate system
- B. Describe the carbon cycle and identify the key geologic, biological, and anthropogenic pathways that link the planet's major carbon reservoirs
- C. Explain how the greenhouse effect warms the planet, identify major greenhouse gasses, and assess the impact of changes in greenhouse gas concentration on planetary climate
- D. Apply the concept of electromagnetic radiation to Earth's heat budget, the greenhouse effect
- E. Explain key weather phenomena, including rain shadow, monsoon, hurricane, drought, etc., in terms of fundamental physical and climate principles
- F. Discuss the concepts of climate forcing and feedback, identify and describe several, and assess their relevance to past, present, and future climate change
- G. Describe the role of the oceans in global climate and assess the impact of current trends in ocean temperature and acidity on current and future climate change
- H. Analyze past climate change events and climate data
 - I. Predict future climate change using climate models
 - J. Assess the social, political, economic, and environmental impacts of climate change

Course Content:

1. Introduction
 1. Scientific method
 2. Climate vs weather
 3. The climate system: atmosphere, ocean, cryosphere, biosphere (and lithosphere)

4. The complex, interacting processes that affect climate
2. Foundations
 1. Electromagnetic radiation
 2. Earth's energy budget
 3. Greenhouse effect
 4. Carbon cycles
 5. Forcing, feedback and climate sensitivity
3. Atmosphere
 1. Atmospheric circulation: heat transfer, coriolis effect, and atmospheric convection cells
 2. Atmospheric structure
 3. Cloud formation
4. Oceans
 1. Water's remarkable properties
 2. Ocean structure
 3. Ocean chemistry
 4. Ocean circulation
5. Atmosphere-ocean interactions, weather, and regional climate
 1. Monsoon
 2. El Nino/La Nina
 3. Hurricanes
 4. Rain shadow
6. Climate change
 1. Climate modeling
 2. Climate forecasts and climate scenarios
 3. Social, political, economic, and ecological impacts of climate change
 4. Climate solutions

Methods of Instruction:

1. Lecture - May include presentation of course content and concepts via slideshow, use of the whiteboard ("chalk talk"), etc.
2. Classroom Activity - Instructor may utilize in-class discussions, in-class group critical thinking activities, individual exercises, etc.

3. Audio-visual Activity - Instructor may utilize audio-visual content as an instructional method, such as documentaries, short educational videos explaining climate science concepts, etc.

Typical Assignments

A. Research:

1. Students will research the latest climate trends and climate change impacts (social, political, environmental, economic, agricultural, humanitarian, etc.), using IPCC reports as their primary textual source but incorporating other sources as needed

B. Writing:

1. Students will read Ch. 4 (b) on the greenhouse effect and then describe how it works, using their own words. Students will be encouraged to write in their own voice without worrying about sounding 'formal' or 'scientific' in their explanations. They will also draw a diagram that describes in images what they wrote in words.
2. Students will read an article about Eunice Newton Foote and reflect on how the process of scientific discovery is influenced by bias, culture, social, and other human factors. They will also reflect on what they think of when they hear the word "scientist," especially who is not typically included in that term.

C. Other:

1. Students will evaluate and analyze climate data from ice cores and marine fossils indicating atmospheric CO₂ concentrations, sea level, and temperature going back 800,000 years. They will describe patterns they see, hypothesize the forces and factors that caused these patterns, and predict future climate change on the basis of past climate change data.

D. Reading:

1. Students will read portions of the textbook prior to attending class to prepare them for lesson content

Methods of Evaluating Student Progress

A. Exams/Tests

1. At least one midterm or final exam

B. Quizzes

1. Frequent quizzes (suggested frequency of weekly or every few weeks)

C. Class Participation

1. weekly, demonstrated through class attendance, participation in group and class discussions, etc.
- D. Home Work
1. Regular assignments designed to further, deepen, and solidify students' in-class learning

Student Learning Outcomes

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

- A. Define and explain the significance to global climate of electromagnetic radiation, the Earth's energy balance, the greenhouse effect, albedo, and heat equilibrium.
- B. Draw and explain the impact of the geological and biological carbon cycles on Earth's climate system.
- C. Describe the key ocean-atmosphere interactions and their effect on local weather and climate.
- D. Analyze and discuss past climate data, models, and forecasts.
- E. Discuss the social, political, economic, and ecological impacts of climate change.

Textbooks (Typical):

OER:

1. Andreas Schmittner *Introduction to Climate Science*. 1st /e, Oregon State University, 2018.
<https://open.oregonstate.edu/climatechange/>.

Textbook:

1. Michael A. Box and Gail P. Box *The science of our changing climate*. 1st ed., Cambridge University Press, 2024.
2. Harald Lesch , Cecilia Scorza-Lesch , Katharina Theis-Bröhl *Understanding climate change*. 1st ed., Springer, 2023.

5.2 Course Modifications

- ARTS 2A Introduction to Drawing
- ARTS 3A Figure and Composition I
- ARTS 3B Figure and Composition II
- ARTS 3C Figure and Composition III
- ARTS 3D Figure and Composition IV
- ARTS 12A Oil/Acrylic Painting: Beginning I
- ARTS 12B Oil/Acrylic Painting: Beginning II
- ARTS 12C Oil/Acrylic Painting: Advanced I
- ARTS 12D Oil/Acrylic Painting: Advanced II
- ARTS 29 Independent Study, Studio Arts
- CIS 59 Web Dev: HTML/CSS/Javascript
- ENG 13B The Craft of Writing Poetry: Intermediate
- ESL 100 Beginning Spelling for English Language Learners
- ESL 110 Beginning Vocabulary Skills for English Language Learners
- ESL 115 Intermediate Vocabulary Skills for English Language Learners
- ESL 121A Intermediate Reading and Writing
- ESL 121B High-Intermediate Reading and Writing
- ESL 130A Beginning Grammar for Reading and Writing
- ESL 131A Beginning Reading and Writing
- ESL 131B High-Beginning Reading and Writing
- MKTG 56 Marketing Strategies
- MUS 13 History of Rock and Roll
- NESL 221A Intermediate Reading and Writing
- NESL 221B High-Intermediate Reading and Writing
- NESL 230A Beginning Grammar for Reading and Writing
- NESL 231A Beginning Reading and Writing
- NESL 231B High-Beginning Reading and Writing



Course Modification: ARTS 2A - Introduction to Drawing

Course Modification: ARTS 2A - Introduction to Drawing (Launched - Implemented 02-28-2025)
compared with
ARTS 2A - Introduction to Drawing (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

This course is part of an existing program(s) ~~No~~ Yes

1. [Program - Studio Arts - Associate in Arts Degree for Transfer \(Launched \) - Fall 2025](#)
2. [Program - Art: Emphasis in Painting - Associate of Arts Degree \(Approved \) - Fall 2020](#)

Units/Hours

CB22: Non Credit Course Category [Y - Not Applicable, Credit course](#)

Course Content

Lecture Content

1. Observation skills and proportional measurement
2. Basic principles of spatial illusion including linear, atmospheric, and other perspective systems

3. Use of variety of line and mark making approaches in drawing
4. Development and application of composition (design and organization) in drawing
5. Use of value and planes to describe forms and space
6. Introduction to and use of a variety of drawing materials and techniques
7. Development of expressive content through manipulation of line, form, value, and composition
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats
9. Historical and contemporary developments, critical trends, materials, and approaches in drawing

Lab Content

1. [Drawing from observation](#)
2. [Application of perspective concepts](#)
3. [Assignments and exercises related to line, value, form, composition, perspective, and the use and application of materials](#)
4. [Critique and evaluation of drawing assignments and exercises](#)

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments _

Students will engage in drawing.

- _ Critique

Comments

~~Self-~~ Professors and students will critique student work.

- Demonstration

Comments

- Professor ~~Discussion~~

~~Comments~~ will

- demonstrate ~~Field the Trips~~

~~Comments~~ use

~~A of museum drawing materials. The professor will also demonstrate drawing, and for a drawing gallery strategies. visit-~~
~~with an appropriate exhibition~~

- Lecture

Comments

Professor will lecture as part of the course.

- Projects

Comments

Students will create drawing projects throughout the semester.

Other ~~Yes~~ No

Equity Based Curriculum

- _ Course Content

Address _

Lectures include showing work created by a diverse array of artists.

- [_ Assignments](#)

[Address](#) _

[Students are encouraged to create drawings that are relevant to their lives and interests.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Laboratory](#)

Add Assignment

1. ~~Projects~~

1. ~~Create a drawing using a photo taken specifically for this project. Use the grid method to examine this image analytically; the study of shapes, values, and texture should be paramount.~~

2. ~~Study 2 point perspective by applying classical perspective techniques to the architecture around campus.~~

2. Draw from observation using the French Academy style of working from the outside, to the inside, of the form.

3. Analyze form using basic volumes, and apply those volumes to your drawings.

4. Critique and evaluation of drawing assignments and exercises.

5. [Students are encouraged to create drawings that are relevant to their lives and interests.](#)

2. [Assignment Type](#) _ [Project](#)

[Add Assignment](#) _

1. Use the grid method to examine an image analytically; the study of shapes, values, and edges will allow for accuracy in drawing.
2. Study 2 point perspective by applying classical perspective techniques to the architecture around campus.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 2A, the student should be able to demonstrate~~ Demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions.

2. **Outcome Text**

~~Upon completion of ARTS 2A, the student should be able to compose~~ Compose drawings with the elements and principles of visual art and design.

3. **Outcome Text**

~~Upon completion of ARTS 2A, the student should be able to implement~~ Implement materials common to the drawing process.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Portfolios~~
~~Frequency -~~

- - Projects

Frequency

6 or more drawings.

- Class Participation
Frequency
Every class students attend, participation is mandatory.
- ~~Class~~ Home Work
Frequency
6 or more homework assignments.
- Lab Activities
Frequency
Every class students attend, drawing will happen.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Emergency~~ Delivery Methods

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency. The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~Fully~~ Online **with the Flexible In-Person Component (FO OFI)**: *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by ~~only~~ online materials and activities delivered through the college's learning management system, and through the use of other required materials. ~~All approved~~ Approved instructional ~~contract~~ contact hours are delivered through ~~those~~ online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- ~~_~~ **Partially Online**: *Also known as hybrid: Instruction involving regular and effective online interactions interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and*

activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any **synchronous** **portion requirements of are a listed class in that is delivered online follows a separate approval and meets** the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):** taught fully online only in case of an emergency.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast
- Modifying assignment time limits for students with accommodations.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
9 ~~8~~ times per ~~semester~~.
- - **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~
Frequency -
~~Once a~~ semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency
At least 6 times per semester.
- - **Other:** -
Frequency -
~~5 times per semester.~~

Textbooks/Materials

Textbook

1. **Author(s)** [Sandrine Pelissier](#)
Title [_ A Creative Exploration of Drawing: Your Drawing Style Is as Unique as Handwriting-Let's Find It!](#)
Edition [_](#)
Publisher [_ Library Tales Publishing](#)
Year [_ 2025](#)
2. **Author(s)** [_ Barrington Barber](#)
Title [_ The Complete Fundamentals of Drawing](#)
Edition [_](#)
Publisher [_ Arcturus Publishing Limited](#)
ISBN-13 [_ 9781398859180](#)
Year [_ 2025](#)
3. **Author(s)** [_ Victoria - _ Vebell](#)
Title Exploring the Basics of Drawing
Edition 2nd
Publisher Cengage Learning

ISBN-13 _ 978-1305386464

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

This is the most recent addition.

4. Author(s) Deborah Rockman

Title Drawing Essentials: A Complete Guide to Drawing

Edition ~~3rd~~ 4th

Publisher Oxford University Press

ISBN-13 978-0190924812

Year ~~2016~~ 2020

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

This is the most recent addition.

Or Equivalent _ No

5. Author(s) Al Gury

Title Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles

Edition 1

Publisher Watson-Guption

ISBN-13

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is the most recent edition.

Or Equivalent _ No

Other Materials Required of Students

v

1. Enter Required Material

~~Required~~ Lists ~~list~~ will ~~of~~ include materials such as graphite pencils, charcoal, erasers, and drawing ~~supplies~~ paper. ~~to~~
~~complete all of the assigned studies~~

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID ARTS 110

Already approved unsubstantial change Yes

- _ 3 - Arts and Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 01 / ~~19~~ 29 / ~~2020~~ 2025

Parent Course

ARTS 2A - Introduction to Drawing

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/17/2018~~
- CC Approval

~~10/16/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Art 2A

Introduction to Drawing

Effective: Fall 2026

Catalog Description:

ARTS 2A - Introduction to Drawing

3.00 Units

Introduction to principles, elements, and practices of drawing, employing a wide range of subject matter and drawing media. Focus on perceptually based drawing, observational skills, technical abilities, and creative responses to materials and subject matter.

1.5 Units Lecture 1.5 Units Lab

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Accurately render three-dimensional objects on a two-dimensional surface from observation
- B. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
- C. Utilize a variety of lines and mark-making in drawing
- D. Organize spaces and objects within a drawing according to basic principles of design and composition
- E. Utilize and apply a wide range of drawing materials and techniques
- F. Accurately describe forms and space through gradations of value
- G. Develop expressive content through manipulation of line, form, value, and composition
- H. Evaluate and critique class projects using relevant terminology in oral or written formats
 - I. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing

Course Content:

Lab:

1. Drawing from observation
2. Application of perspective concepts
3. Assignments and exercises related to line, value, form, composition, perspective, and the use and application of materials
4. Critique and evaluation of drawing assignments and exercises

Lecture:

1. Observation skills and proportional measurement
2. Basic principles of spatial illusion including linear, atmospheric, and other perspective systems
3. Use of variety of line and mark making approaches in drawing
4. Development and application of composition (design and organization) in drawing
5. Use of value and planes to describe forms and space
6. Introduction to and use of a variety of drawing materials and techniques
7. Development of expressive content through manipulation of line, form, value, and composition
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats

9. Historical and contemporary developments, critical trends, materials, and approaches in drawing

Methods of Instruction:

1. Lecture - Professor will lecture as part of the course.
2. Demonstration - Professor will demonstrate the use of drawing materials. The professor will also demonstrate drawing and drawing strategies.
3. Projects - Students will create drawing projects throughout the semester.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Professors and students will critique student work.
6. Classroom Activity - Students will engage in drawing.

Typical Assignments

A. Laboratory:

1. Draw from observation using the French Academy style of working from the outside, to the inside, of the form.
2. Analyze form using basic volumes, and apply those volumes to your drawings.
3. Critique and evaluation of drawing assignments and exercises.
4. Students are encouraged to create drawings that are relevant to their lives and interests.

B. Project:

1. Use the grid method to examine an image analytically; the study of shapes, values, and edges will allow for accuracy in drawing.
2. Study 2 point perspective by applying classical perspective techniques to the architecture around campus.

Methods of Evaluating Student Progress

A. Projects

1. 6 or more drawings.

B. Class Participation

1. Every class students attend, participation is mandatory.

C. Lab Activities

1. Every class students attend, drawing will happen.

D. Home Work

1. 6 or more homework assignments.

Student Learning Outcomes

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

- A. Demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions.
- B. Compose drawings with the elements and principles of visual art and design.
- C. Implement materials common to the drawing process.

Textbooks (Typical):

Textbook:

1. Sandrine Pelissier *A Creative Exploration of Drawing: Your Drawing Style Is as Unique as Handwriting-Let's Find It!*, Library Tales Publishing, 2025.
2. Barrington Barber *The Complete Fundamentals of Drawing.*, Arcturus Publishing Limited, 2025.
3. Victoria Vebell *Exploring the Basics of Drawing.* 2nd ed., Cengage Learning, 2015.
4. Deborah Rockman *Drawing Essentials: A Complete Guide to Drawing* . 4th ed., Oxford University Press, 2020.
5. Al Gury *Foundations of Drawing: A Practical Guide to Art History, Tools, Techniques, and Styles.* 1 ed., Watson-Guption, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Lists will include materials such as graphite pencils, charcoal, erasers, and drawing paper. .

Course Modification: ARTS 3A - Figure and Composition I

Course Modification: ARTS 3A - Figure and Composition I (Launched - Implemented 02-28-2025)
compared with
ARTS 3A - Figure and Composition I (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Observational drawing from the live figure model using various media.
2. Anatomy and structure of the human body.
3. Proportion, measurement, sighting, and foreshortening.
4. Gesture drawing and massing of form.

5. Use of line and value in describing the human figure.
6. Application of the concepts of volume and space of drawing the human figure.
7. Structural and planar analysis of the figure.
8. Development of composition using the human figure.
9. Expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
10. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.
11. Critical evaluation and critique of class projects relevant terminology in oral or written formats.
12. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Lab Content _

1. Students will create drawings based on the observation of the figure model.
2. Observational drawing from the live figure model using various media.
3. Gesture drawing and massing of form.
4. Use of line and value in describing the human figure.
5. Application of the concepts of volume and space of drawing the human figure.
6. Structural and planar analysis of the figure.

7. Development of composition using the human figure.
 8. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.
 9. ~~Critical evaluation and critique of class projects relevant terminology in oral or written formats.~~
- ~~Study and analysis of the major historical, contemporary, and critical trends in figure drawing.~~

~~Lab Content -~~

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments -
Observational drawing from a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
- Critique
Comments
Self-critique Professor of will class give assignments feedback on student drawings during lab time and homework.
- Critique
Comments
Individual and group critiques of course materials
- Demonstration
Comments
- ~~- Discussion~~
~~Comments -~~
- ~~- Field Trips~~
~~Comments -~~
~~A museum Concepts and for a materials gallery will visit be with demonstrated an by appropriate the exhibition professor.~~
- Lecture
Comments

The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.

Equity Based Curriculum

- Methods of Instruction

Address

Because our figure models are a very diverse group, the subject being studied is diverse by default. This diversity includes race, gender, sex, and body type.

Typical Assignments

Typical Assignments

1. Assignment Type [Project](#)
Add Assignment

1. ~~Projects~~

1. - After reviewing the "bony landmarks," create a volumetric drawing integrating the bony landmarks into the volumes. Describe the head, rib cage, feet, hands, and pelvis as cube shapes. Describe the arms and legs as cylinders.
2. Before the models begins, set up your paper to study the human form as being seven and half "heads" tall. Seven horizontal lines, one inch apart will be drawn. One horizontal line which is a half inch below the others will complete the chart. Use this structure to complete figure drawings, allowing the lines to dictate proper proportion.

2. [Assignment Type](#) - [Other](#)
[Add Assignment](#) -

1. Quizzes

1. Prepare for quizzes regarding the major parts of the skull.
2. Prepare for quizzes regarding the major bones.
3. Prepare for quizzes regarding the muscles of the legs and arms.
4. Prepare for quizzes regarding the muscles of the torso.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 3A, the student should be able to comprehend~~ [Comprehend](#) artistic anatomy of the human figure.

2. **Outcome Text**

~~Upon completion of ARTS 3A, the student should be able to create~~ [Create](#) a series of investigative drawings with different expressive strategies for the figure.

3. **Outcome Text**

~~Upon completion of ARTS 3A, the student should be able to demonstrate~~ [Demonstrate](#) the ability to analyze the human form, and represent that form on a 2-D
_surface.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes

Frequency

- At Portfolios

Frequency least

- one Projects

Frequency per semester.

- Class Participation

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

- _ Home Work

Frequency _

At least 9 times per semester, students will create drawings, outside of class.

- Lab Activities

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE~~

~~format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*
- **Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Figure drawing is best done with students in a class with live models, working from a computers screen is a vastly diminished version of that experience. During the Covid lockdown, we offered this class online. If another emergency happens, we should be prepared to do the same.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.
- - Academic Integrity.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- ~~- **Email:** - The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.~~
Frequency -
~~At least once per semester.~~
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency
~~Feedback Student work will be given critiqued on weekly. all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.~~

- - **Announcements:** - ~~Regular announcements that are academic in nature will be posted to the class.~~
Frequency -
At least once per semester.
- - **Web conferencing:** - ~~The instructor will use web conferencing to interact with students in real time.~~
Frequency -
9 times per semester.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Peer-editing/critiquing Chat:** ~~Students will complete use peer-editing the class chatroom to discuss assignments and course material in realtime.~~
Frequency
Once a semester.
- - **Web conferencing:** - ~~Students This will interact be in available real every time class. with each other to discuss coursework and assignments.~~
Frequency -
Once a semester.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- - **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~
Frequency -
Once a semester.
- **Projects:** ~~Students will complete projects that demonstrate their mastery of outcomes of the course.~~

Frequency

At least 6 times per semester.

- **Other:**

Frequency

Homework 5 times per semester.

Textbooks/Materials

Textbook

1. **Title** Drawing the Body: Reading the Human Form in Art
Edition _
ISBN-13 _ 978-1580936453
Year _ 2024
2. **Author(s)** _ Michael Hampton
Title _ Gesture Drawing: Dynamic Movement and Form
Edition _
Publisher _ Rocky Nook
ISBN-13 _ 979-8888142417
Year _ 2025
3. **Author(s)** _ Roberto Osti
Title _ Basic Human Anatomy: An Essential Visual Guide for Artists
Edition 1st
ISBN-13 **Publisher** Monacelli Studio
Year 2016
4. **Author(s)** Steve Huston
Title Figure Drawing for Artists: Making Every Mark Count
Edition 1
Publisher Rockport Publishers
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

[Or Equivalent](#) _ [No](#)

5. Author(s) George Bridgeman

Title Bridgman's Complete Guide to Drawing from Life

Edition 1

Publisher Sterling

[ISBN-13](#) _

Year 2017

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

- Transfers to CSU

Already Approved ~~No~~ [Yes](#)

- Transfers to UC

Already approved unsubstantial change ~~No~~ [Yes](#)

C-ID [ARTS 200](#)

Already approved unsubstantial change ~~No~~ [Yes](#)

Codes and Dates

Course Codes

Origination Date

~~10~~ [01](#) / ~~19~~ [29](#) / ~~2020~~ [2025](#)

Parent Course

[ARTS 3A - Figure and Composition I](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~10/16/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 3A Figure and Composition I

Effective: Fall 2026

Catalog Description:

ARTS 3A - Figure and Composition I 3.00 Units

Introduction to drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include an introduction to human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation: ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create observational drawings from the live figure model in a wide range of drawing media that demonstrate successful development, application, and understanding of:
 1. Proportion, sighting, measurement, and foreshortening,
 2. Gesture drawing and massing of form,
 3. Uses of line and value in describing the human figure,
 4. Application of the concept of volume and space to the human figure,
 5. Structural and planar analysis of the figure,
 6. Development of composition using the human figure;
 7. Anatomy and structure of the human body,
- B. Develop expressive content through manipulation of line, form, value, composition posture, and anatomical proportions;
- C. Evaluate and critique class projects using relevant terminology in oral or written formats;
- D. Examine and describe the major historical, contemporary, and critical trends in figure drawing.

Course Content:

Lab:

1. Students will create drawings based on the observation of the figure model.
2. Observational drawing from the live figure model using various media.
3. Gesture drawing and massing of form.
4. Use of line and value in describing the human figure.
5. Application of the concepts of volume and space of drawing the human figure.
6. Structural and planar analysis of the figure.
7. Development of composition using the human figure.
8. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Lecture:

1. Observational drawing from the live figure model using various media.
2. Anatomy and structure of the human body.
3. Proportion, measurement, sighting, and foreshortening.
4. Gesture drawing and massing of form.
5. Use of line and value in describing the human figure.
6. Application of the concepts of volume and space of drawing the human figure.
7. Structural and planar analysis of the figure.
8. Development of composition using the human figure.
9. Expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
10. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.
11. Critical evaluation and critique of class projects relevant terminology in oral or written formats.
12. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Methods of Instruction:

1. Demonstration - Concepts and materials will be demonstrated by the professor.
2. Lecture - The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.
3. Critique - Professor will give feedback on student drawings during lab time and homework.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Individual and group critiques of course materials
6. Classroom Activity - Observational drawing from a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
7. Viewing examples of student and professional work

Typical Assignments

A. Project:

1. After reviewing the "bony landmarks," create a volumetric drawing integrating the bony landmarks into the volumes. Describe the head, rib cage, feet, hands, and pelvis as cube shapes. Describe the arms and legs as cylinders.

2. Before the models begins, set up your paper to study the human form as being seven and half "heads" tall. Seven horizontal lines, one inch apart will be drawn. One horizontal line which is a half inch below the others will complete the chart. Use this structure to complete figure drawings, allowing the lines to dictate proper proportion.

B. Other:

1. Quizzes

1. Prepare for quizzes regarding the major parts of the skull.
2. Prepare for quizzes regarding the major bones.
3. Prepare for quizzes regarding the muscles of the legs and arms.
4. Prepare for quizzes regarding the muscles of the torso.

Methods of Evaluating Student Progress

A. Quizzes

1. At least one per semester.

B. Class Participation

1. With the exception of the first day and the day of the final, students draw the figure during class.

C. Lab Activities

1. With the exception of the first day and the day of the final, students draw the figure during class.

D. Home Work

1. At least 9 times per semester, students will create drawings, outside of class.

Student Learning Outcomes

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

- A. Comprehend artistic anatomy of the human figure.
- B. Create a series of investigative drawings with different expressive strategies for the figure.
- C. Demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.

Textbooks (Typical):

Textbook:

1. Roberto Osti *Drawing the Body: Reading the Human Form in Art.*, Monacelli Studio, 2024.

2. Michael Hampton *Gesture Drawing: Dynamic Movement and Form.*, Rocky Nook, 2025.
3. Roberto Osti *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Monacelli Studio, 2016.
4. Steve Huston *Figure Drawing for Artists: Making Every Mark Count.* 1 ed., Rockport Publishers, 2016.
5. George Bridgeman *Bridgman's Complete Guide to Drawing from Life.* 1 ed., Sterling, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of drawing supplies to complete all of the assigned studies.



Course Modification: ARTS 3B - Figure and Composition II

Course Modification: ARTS 3B - Figure and Composition II (Launched - Implemented 02-28-2025)
compared with
ARTS 3B - Figure and Composition II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives

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

1. **Group Title** ~~Demonstrate increased ability to produce~~ Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black and white media, and color media.

Course Content

Lecture Content

1. Observational drawing which includes foreshortening from the live figure model using various media.

2. An extensive study of artistic anatomy and how it is applied to the structure of the human body.
3. Proportion, measurement, and strategies for drawing the figure.
4. Various gesture drawing and massing of form through the use line and value in describing the human figure.
5. Advanced composing using the human figure.
6. Use of a variety of drawing materials and techniques appropriate for drawing the human figure.
7. Critical evaluation and critique of class projects using relevant terminology.
8. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Lab Content

1. Students will create drawings based on the observation of the figure model.
2. Observational drawing from the live figure model using various media.
3. Gesture drawing and massing of form.
4. Use of line and value in describing the human figure.
5. Application of the concepts of volume and space of drawing the human figure.
6. Structural and planar analysis of the figure.
7. Development of composition using the human figure.

8. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments Observational drawing from a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
- Critique
Comments
Individual and group critiques of course materials
- Critique
Comments
Self-critique of class assignments
- Demonstration
Comments
Faculty demonstration
- Discussion
Comments
Class discussion
- Field Trips
Comments
A museum and/or a gallery visit with an appropriate exhibition
- Lecture
Comments

Equity Based Curriculum

- Methods of Instruction

Address

Because our figure models are a very diverse group, the subject being studied is diverse by default. This diversity includes race, gender, sex, and body type.

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. **Projects**

1. After doing several quick warm-up gesture drawings on newsprint, draw a nude model in five-minute, ten-minute, and fifteen-minute poses.

1. Use a more substantial paper this time with a short stick of compressed charcoal or soft graphite stick – 1 inch or 1.5 inches in length.

2. Keep the flat side of the dry medium against the paper and build broad areas of dark rapidly with a back-and-forth motion.

3. Establish the essential lines of movement – the gesture – followed by an indication of volume and size-and-shape relationships.

4. As you become more confident, pay greater attention to patterns of light and dark. Leave the contour line until last and draw it only as time allows.
 5. Avoid the temptation to plunge into drawing without taking time to look at the figure and observe its essence.
 6. Your drawing activity will be better served if you would spend the first half of each pose studying the model – drawing with your eyes – before setting charcoal or graphite to paper.
-
2. As you observe your drawing describe the directional movement of your eyes.
 1. Then, consider the following concepts: Is there a focal point?
 2. If so, where is it?
 3. Where does your eye tend to focus first?
 4. What design details cause your eye to keep moving from point to point?
 5. What part does the element of value contrast play in the direction of the eye movement?

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 3B, the student should be able to comprehend~~ Comprehend and create an informed body of work using artistic anatomy of the human figure.

2. **Outcome Text**

~~Upon completion of ARTS 3B, the student should be able to create~~ Create a series of intermediate level investigative drawings with different expressive _ strategies for the figure.

3. **Outcome Text**

~~Upon completion of ARTS 3B, the student should be able to demonstrate~~ Demonstrate an intermediate ability to analyze the human form, and represent that form on a _ 2-D surface.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite

Requisite Course ARTS 3A - Figure and Composition I(~~Active~~ Launched)

2. **Requisite Type** Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- _ Utilize and apply a wide range of drawing materials and techniques
- Accurately describe forms and space through gradations of value
- Develop expressive content through manipulation of line, form, value, and composition
- Evaluate and critique class projects using relevant terminology in oral or written formats
- Degree of Importance _ Required
- Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing
- **Degree of Importance** Not Necessary

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes

Frequency

At least one per semester.

- ~~Portfolios~~ Projects

Frequency

At least 9 times per semester, students will create drawings outside of class.

- Class Participation

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

- Home Work

Frequency

At least 9 times per semester, students will create drawings, outside of class.

- Lab Activities

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- - **Fully Online (FO):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

Explain why this course should be offered in Distance Education mode.

~~In discussing with my fellow colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our supervisor, and hearing from students.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** ~~Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.~~
- **asynchronously Emergency and Online is with supported Flexible by In-Person Component (EOFI):** ~~taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Figure drawing is best done with students in a class with live models, working from a computers screen is a vastly diminished version of that experience. During the Covid lockdown, we offered this class online. If another emergency happens, we should be prepared to do the same.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- ~~- **Email:** - The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.~~
Frequency -
~~At least once per semester.~~
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency
~~Feedback will be given on all assignments upon their completion, and in the case of Critique of longer assignments, throughout the progress of the student work should happen weekly.~~
- ~~**Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~
Frequency -
~~At least once per semester.~~
- ~~- **Web conferencing:** - The instructor will use web conferencing to interact with students in real time.~~
Frequency -
~~9 times per semester.~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Peer-editing/critiquing Chat** : *Students will ~~complete~~ use peer-editing the class chatroom to discuss assignments and course material in realtime .*

Frequency

~~Once~~ This a is semester available during every class .

- **Web-conferencing** : *~~Students will interact in real-time with each other to discuss coursework and assignments.~~*

Frequency -

~~Once a semester.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams**: *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

~~5~~ At quizzes least once per semester :

- **Lecture**: *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Lectures will happen at least 9 times ~~per~~ in the semester.

- **Video** : *~~Video will be used to demonstrate procedures and to help students visualize concepts.~~*

Frequency -

~~Once a semester.~~

- **Projects**: *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency

~~5~~ At least 9 times per semester , students will create drawings outside of class .

- **Other** : -

Frequency -

~~5 times per semester.~~

Textbooks/Materials

Textbook

1. Author(s) _ Michael Hampton
Title _ Gesture Drawing: Dynamic Movement and Form
Edition _
Publisher _ Rocky Nook
ISBN-13 _ 979-8888142417
Year _ 2025
2. Author(s) _ Roberto Osti
Title _ Drawing the Body: Reading the Human Form in Art
Edition _
Publisher _ Monacelli Studio
ISBN-13 _ 978-1580936453
Year _ 2024
3. **Author(s)** Osti Roberto
Title Basic Human Anatomy: An Essential Visual Guide for Artists.
Edition - **1st**
Publisher Monacelli Studio
ISBN-13 -
Year 2016
4. **Author(s)** Steve Huston
Title Figure Drawing for Artists: Making Every Mark Count.
Edition 1st
Publisher Rockport Publishers
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

5. Author(s) George Bridgeman

Title Bridgman's Complete Guide to Drawing from Life

Edition _ 1st

Publisher Sterling Publishing

ISBN-13 _

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU

New Request ~~Yes~~ No

Already Approved ~~No~~ Yes

- Transfers to UC

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

ARTS 3B - Figure and Composition II

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

01/17/2018

- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 3B Figure and Composition II

Effective: Fall 2026

Catalog Description:

ARTS 3B - Figure and Composition II 3.00 Units

Development of knowledge and skills introduced in Arts 3A, with an emphasis on composition, color, and drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 3A with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Show further development of the skill of hand and eye coordination in drawing the figure.
- B. Show understanding of the dynamics of composition.
- C. Further refine ability to recognize and produce unity and variety through the use of balance and rhythm and negative and positive space to produce relatively flat, two-dimensional compositions.
- D. Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black and white media, and color media.
- E. Demonstrate mastery in control of the media whether it's pencil, pastels, charcoal and/or ink.
- F. Interpret the various ways that art has been a vehicle of expression.
- G. Evaluate and critique class projects using relevant terminology in oral and written formats.
- H. Examine and describe the major historical, contemporary, and critical trends in figure drawing.

Course Content:

Lab:

1. Students will create drawings based on the observation of the figure model.
2. Observational drawing from the live figure model using various media.
3. Gesture drawing and massing of form.
4. Use of line and value in describing the human figure.
5. Application of the concepts of volume and space of drawing the human figure.
6. Structural and planar analysis of the figure.
7. Development of composition using the human figure.
8. Introduction to and use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Lecture:

1. Observational drawing which includes foreshortening from the live figure model using various media.

2. An extensive study of artistic anatomy and how it is applied to the structure of the human body.
3. Proportion, measurement, and strategies for drawing the figure.
4. Various gesture drawing and massing of form through the use line and value in describing the human figure.
5. Advanced composing using the human figure.
6. Use of a variety of drawing materials and techniques appropriate for drawing the human figure.
7. Critical evaluation and critique of class projects using relevant terminology.
8. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Methods of Instruction:

1. Field Trips - A museum and/or a gallery visit with an appropriate exhibition
2. Lecture
3. Demonstration - Faculty demonstration
4. Discussion - Class discussion
5. Audio-visual Activity - Slides, PowerPoint and videos
6. Critique - Individual and group critiques of course materials
7. Critique - Self-critique of class assignments
8. Classroom Activity - Observational drawing from a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
9. Viewing of examples of student and professional work

Typical Assignments

A. Project:

1. After doing several quick warm-up gesture drawings on newsprint, draw a nude model in five-minute, ten-minute, and fifteen-minute poses.
 1. Use a more substantial paper this time with a short stick of compressed charcoal or soft graphite stick – 1 inch or 1.5 inches in length.
 2. Keep the flat side of the dry medium against the paper and build broad areas of dark rapidly with a back-and-forth motion.

3. Establish the essential lines of movement – the gesture – followed by an indication of volume and size-and-shape relationships.
 4. As you become more confident, pay greater attention to patterns of light and dark. Leave the contour line until last and draw it only as time allows.
 5. Avoid the temptation to plunge into drawing without taking time to look at the figure and observe its essence.
 6. Your drawing activity will be better served if you would spend the first half of each pose studying the model – drawing with your eyes – before setting charcoal or graphite to paper.
2. As you observe your drawing describe the directional movement of your eyes.
 1. Then, consider the following concepts: Is there a focal point?
 2. If so, where is it?
 3. Where does your eye tend to focus first?
 4. What design details cause your eye to keep moving from point to point?
 5. What part does the element of value contrast play in the direction of the eye movement?

Methods of Evaluating Student Progress

A. Quizzes

1. At least one per semester.

B. Class Participation

1. With the exception of the first day and the day of the final, students draw the figure during class.

C. Home Work

1. At least 9 times per semester, students will create drawings, outside of class.

D. Lab Activities

1. With the exception of the first day and the day of the final, students draw the figure during class.

E. Projects

1. At least 9 times per semester, students will create drawings outside of class.

Student Learning Outcomes

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

- A. Comprehend and create an informed body of work using artistic anatomy of the human figure.

- B. Create a series of intermediate level investigative drawings with different expressive strategies for the figure.
- C. Demonstrate an intermediate ability to analyze the human form, and represent that form on a 2-D surface.

Textbooks (Typical):

Textbook:

1. Michael Hampton *Gesture Drawing: Dynamic Movement and Form.*, Rocky Nook, 2025.
2. Roberto Osti *Drawing the Body: Reading the Human Form in Art.*, Monacelli Studio, 2024.
3. Osti Roberto *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Monacelli Studio, 2016.
4. Steve Huston *Figure Drawing for Artists: Making Every Mark Count.* 1st ed., Rockport Publishers, 2016.
5. George Bridgeman *Bridgman's Complete Guide to Drawing from Life.* 1st ed., Sterling Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of drawing supplies to complete all of the assigned studies.



Course Modification: ARTS 3C - Figure and Composition III

Course Modification: ARTS 3C - Figure and Composition III (Launched - Implemented 02-28-2025)
compared with
ARTS 3C - Figure and Composition III (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives

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

1. **Group Title** ~~Demonstrate advanced ability to produce~~ Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black - _ and white media, and color media at an advanced level .
2. **Group Title** Demonstrate mastery in control of the media whether it's pencil, pastels, charcoal and/or ink _

Course Content

Lecture Content

1. Advanced observational drawing which includes foreshortening from the live figure model using various media.
2. An extensive understanding of artistic anatomy and how it is applied to the structure of the human body.
3. Applied proportion, measurement, and strategies for drawing the figure - as developed from previous study.
4. Advanced gesture drawing and massing of form through the use line and value in describing the human figure.
5. High level composing using the human figure.
6. Advanced use of a variety of drawing materials and techniques appropriate for drawing the human figure.
7. With the knowledge and skill developed in this series, critical evaluation and critique of class projects using relevant terminology.
8. Further study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Lab Content

1. Advanced observational drawing which includes foreshortening from the live figure model using various media.
2. Applied proportion, measurement, and strategies for drawing the figure - as developed from previous study.
3. Advanced gesture drawing and massing of form through the use line and value in describing the human figure.
4. High level composing using the human figure.
5. Advanced use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments -

Observational drawing of a diverse group of live figure models. This diversity includes race, gender, sex, and body type.

- Critique

Comments

Self-critique Professor of will class give assignments feedback on student drawings during lab time and homework.

- Critique

Comments

Individual and group critiques of course materials

- Demonstration

Comments

- - Discussion

Comments -

- - Field-Trips

Comments -

A museum Concepts and /or a materials gallery will visit be with demonstrated an by appropriate the exhibition professor.

- Lecture

Comments

The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.

Equity Based Curriculum

- Methods of Instruction

Address

Because our figure models are a very diverse group, the subject being studied is diverse by default. This diversity includes race, gender, sex, and body type.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

Research and write definitions of the following terms: Optical Proximity Rhythmic Gesture Subdivision Subjective

2. Assignment Type Project

Add Assignment

1. **Projects**

1. Do your gesture drawings come alive in describing the positions and movements of the human figure? Have they improved in their lifelike and descriptive qualities with the added experience of continually doing them? How lifelike and descriptive are your five-, ten-, and fifteen-minute posed drawings? Do the tonal ranges and light and dark patterns you've established provide adequate definition of the human forms in space? What might you improve about each of the above? For longer poses and more detailed drawings, it is particularly advantageous to lay in a light gesture drawing first to provide an inner line of movement for the figure, as well as locate it on the paper. Without that initial indication of gesture, size, and position, it is all too easy to get caught up in drawing the

figure piece by piece, losing in the process the rhythm, movement, and unity of the pose and the symbiotic proportional relationships of the different parts of the body.

2. As you become more skilled, you will benefit by increasing the time spent on individual drawings of the figure. Begin to broaden your use of dry media. For more fully developed studies from longer poses, use a harder graphite stick or black Conté crayon as these will not smear as easily. They permit reworking and they can be used successfully in conjunction with each other. (To incorporate a simple color, try red and black Conté crayon with hard graphite on the same drawing.) You will want to work on good quality charcoal paper, heavy drawing vellum, or Bristol board (something with enough tooth or grain to take the particles of the dry media successfully). I will have the model assume a comfortable, seated pose, since you might well spend a total of three hours developing a finished drawing. Your subject will be illuminated with strong light to reveal the anatomical forms.

2. ~~Written~~

1. ~~Research and write definitions of the following terms: Optical Proximity Rhythmic Gesture Subdivision Subjective~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 3C, the student should be able to comprehend~~ **Comprehend** and create a well-informed body of work using artistic anatomy of the human _ figure.

2. **Outcome Text**

~~Upon completion of ARTS 3C, the student should be able to create~~ **Create** a series of advanced level investigative drawings with different expressive strategies _ for the figure.

3. **Outcome Text**

~~Upon completion of ARTS 3C, the student should be able to demonstrate~~ **Demonstrate** an advanced ability to analyze the human form, and represent that form on a 2-

D surface.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Requisite Course ARTS 3B - Figure and Composition II(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- ~~Demonstrate increased ability to produce~~ Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black and white media, and color media.

2. Requisite Type Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes

Frequency

- At ~~Portfolios~~

~~Frequency~~ least
one per semester.

- Class Participation

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

- Home Work

Frequency

At least 9 times per semester, students will create drawings, outside of class.

- Lab Activities

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Explain why this course should be offered in Distance Education mode.

~~In discussing with my fellow colleagues, we felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our supervisor, and hearing from students.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (~~FO~~ EFO):** *Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*

- **asynchronously Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *_ taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Figure drawing is best done with students in a class with live models, working from a computers screen is a vastly diminished version of that experience. During the Covid lockdown, we offered this class online. If another emergency happens, we should be prepared to do the same.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast _
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- _ Instructor response time.
- _ Student participation .

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.~~

Frequency -

~~At least once per semester.~~

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

~~Feedback Critique of work will be happen given weekly. on all assignments upon their completion, and in the case of longer assignments, throughout the progress of the work.~~

- - **Announcements:** - ~~Regular announcements that are academic in nature will be posted to the class.~~

Frequency -

~~At least once per semester.~~

- - **Web conferencing:** - ~~The instructor will use web conferencing to interact with students in real time.~~

Frequency -

~~9 times per semester.~~

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Peer-editing/critiquing Chat** : Students will ~~complete~~ use ~~peer-editing~~ the class chatroom to discuss assignments and course material in realtime .

Frequency

~~Once~~ This a feature ~~semester~~ is available every class .

- **Web conferencing:** - ~~Students will interact in real time with each other to discuss coursework and assignments.~~

Frequency -

~~Once a semester.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

~~5~~ At ~~quizzes~~ least once per semester :

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

This will happen at least 9 times per semester.

- **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~

Frequency -

~~Once a semester.~~

- - **Projects:** - ~~Students will complete projects that demonstrate their mastery of outcomes of the course.~~

Frequency -

~~5 times per semester.~~

- **Other:**

Frequency

~~5~~ Homework. At least 9 times per semester , students will create drawings, outside of class . .

Textbooks/Materials

Textbook

1. Author(s) _ Michael Hampton
Title _ Gesture Drawing: Dynamic Movement and Form
Edition _
Publisher _ Rocky Nook
ISBN-13 _ 979-8888142417
Year _ 2025
2. Author(s) _ Roberto Osti
Title _ Drawing the Body: Reading the Human Form in Art
Edition _
Publisher _ Monacelli Studio
ISBN-13 _ 978-1580936453
Year _ 2024
3. Author(s) Roberto Osti
Title Basic Human Anatomy: An Essential Visual Guide for Artists
Edition - 1st
Publisher Monacelli Studio
ISBN-13 -
Year 2016
4. Author(s) Steve Huston
Title Figure Drawing for Artists: Making Every Mark Count
Edition 1st
Publisher Rockport Publishers
ISBN-13
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
5. Author(s) George Bridgeman
Title Bridgman's Complete Guide to Drawing from Life
Edition _ 1st

Publisher Sterling Publishing

ISBN-13 _

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

ARTS 3C - Figure and Composition III

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/23/2018~~
- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 3C Figure and Composition III

Effective: Fall 2026

Catalog Description:

ARTS 3C - Figure and Composition III

3.00 Units

Advanced application of knowledge and skills introduced in Arts 3B, with emphasis on composition and drawing the human figure from observation using a wide variety of drawing media and techniques. Topics include human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will start to utilize personal approaches and media to drawing the figure.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 3B with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Show advanced development of the skill of hand and eye coordination in drawing the figure.
- B. Show advanced understanding of the dynamics of composition.
- C. Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black and white media, and color media at an advanced level.
- D. Further refine ability to recognize and produce unity and variety through the use of balance and rhythm and negative and positive space to produce relatively flat, two-dimensional compositions.
- E. Demonstrate mastery in control of the media whether it's pencil, pastels, charcoal and/or ink.
- F. Evaluate and critique class projects using relevant terminology in oral and written formats.
- G. Examine and describe the major historical, contemporary, and critical trends in figure drawing.

Course Content:

Lab:

1. Advanced observational drawing which includes foreshortening from the live figure model using various media.
2. Applied proportion, measurement, and strategies for drawing the figure - as developed from previous study.
3. Advanced gesture drawing and massing of form through the use line and value in describing the human figure.
4. High level composing using the human figure.
5. Advanced use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Lecture:

1. Advanced observational drawing which includes foreshortening from the live figure model using various media.
2. An extensive understanding of artistic anatomy and how it is applied to the structure of the human body.

3. Applied proportion, measurement, and strategies for drawing the figure - as developed from previous study.
4. Advanced gesture drawing and massing of form through the use line and value in describing the human figure.
5. High level composing using the human figure.
6. Advanced use of a variety of drawing materials and techniques appropriate for drawing the human figure.
7. With the knowledge and skill developed in this series, critical evaluation and critique of class projects using relevant terminology.
8. Further study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Methods of Instruction:

1. Lecture - The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.
2. Demonstration - Concepts and materials will be demonstrated by the professor.
3. Critique - Professor will give feedback on student drawings during lab time and homework.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Individual and group critiques of course materials
6. Classroom Activity - Observational drawing of a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
7. Viewing of examples of student and professional work

Typical Assignments

A. Writing:

Research and write definitions of the following terms: Optical Proximity Rhythmic Gesture Subdivision Subjective

B. Project:

1. Do your gesture drawings come alive in describing the positions and movements of the human figure? Have they improved in their lifelike and descriptive qualities with the added experience of continually doing them? How lifelike and descriptive are your five-, ten-, and fifteen-minute posed drawings? Do the tonal ranges and light and dark patterns you've established provide adequate definition of the human forms in space? What might you improve about each of the above? For longer poses and more detailed drawings, it is particularly advantageous to lay in a light gesture drawing first to provide an inner line of movement for the figure, as well as locate it on the paper. Without that initial indication of gesture, size, and position, it is all too easy to get caught up in drawing the figure piece by piece, losing in

the process the rhythm, movement, and unity of the pose and the symbiotic proportional relationships of the different parts of the body.

2. As you become more skilled, you will benefit by increasing the time spent on individual drawings of the figure. Begin to broaden your use of dry media. For more fully developed studies from longer poses, use a harder graphite stick or black Conté crayon as these will not smear as easily. They permit reworking and they can be used successfully in conjunction with each other. (To incorporate a simple color, try red and black Conté crayon with hard graphite on the same drawing.) You will want to work on good quality charcoal paper, heavy drawing vellum, or Bristol board (something with enough tooth or grain to take the particles of the dry media successfully). I will have the model assume a comfortable, seated pose, since you might well spend a total of three hours developing a finished drawing. Your subject will be illuminated with strong light to reveal the anatomical forms.

Methods of Evaluating Student Progress

A. Quizzes

1. At least one per semester.

B. Class Participation

1. With the exception of the first day and the day of the final, students draw the figure during class.

C. Home Work

1. At least 9 times per semester, students will create drawings, outside of class.

D. Lab Activities

1. With the exception of the first day and the day of the final, students draw the figure during class.

Student Learning Outcomes

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

- A. Comprehend and create a well-informed body of work using artistic anatomy of the human figure.
- B. Create a series of advanced level investigative drawings with different expressive strategies for the figure.
- C. Demonstrate an advanced ability to analyze the human form, and represent that form on a 2-D surface.

Textbooks (Typical):

Textbook:

1. Michael Hampton *Gesture Drawing: Dynamic Movement and Form.*, Rocky Nook, 2025.
2. Roberto Osti *Drawing the Body: Reading the Human Form in Art.*, Monacelli Studio, 2024.
3. Roberto Osti *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Monacelli Studio, 2016.
4. Steve Huston *Figure Drawing for Artists: Making Every Mark Count.* 1st ed., Rockport Publishers, 2016.
5. George Bridgeman *Bridgman's Complete Guide to Drawing from Life.* 1st ed., Sterling Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of drawing supplies to complete all of the assigned studies.

Course Modification: ARTS 3D - Figure and Composition IV

Course Modification: ARTS 3D - Figure and Composition IV (Launched - Implemented 02-28-2025)
compared with
ARTS 3D - Figure and Composition IV (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives

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

1. **Group Title** ~~Demonstrate advanced ability to produce~~ Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black - _ and white media, and color media at an advanced level .
2. **Group Title** Further refine ~~ability to recognize~~ recognizing and ~~produce~~ producing unity and variety through the use of balance and rhythm and negative and positive - _ space to produce relatively flat, two-dimensional compositions.

Course Content

Lecture Content

1. Highest level observational drawing from the live figure model using various media.
2. Strongest understanding of anatomy and structure as applied to the human body.
3. Excellent proportion, measurement, sighting, and foreshortening is in evidence.
4. Highest level gesture drawing and massing of form.
5. Strong use of line and value in describing the human figure.
6. Highest level application of the concepts of volume and space to drawing the human figure.
7. Strong structural and planar analysis of the figure.
8. Excellent development of composition using the human figure.
9. Highly expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
10. Broadest use of a variety of drawing materials and techniques appropriate for drawing the human figure.
11. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
12. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Lab Content

1. Highest level observational drawing from the live figure model using various media.
2. Excellent proportion, measurement, sighting, and foreshortening is in evidence.

3. Highest level gesture drawing and massing of form.
 4. Strong use of line and value in describing the human figure.
 5. Highest level application of the concepts of volume and space to drawing the human figure.
 6. Strong structural and planar analysis of the figure.
 7. Excellent development of composition using the human figure.
 8. Broadest use of a variety of drawing materials and techniques appropriate for drawing the human figure.
 9. ~~Critical evaluation and critique of class projects using relevant terminology in oral or written formats.~~
- ~~Study and analysis of the major historical, contemporary, and critical trends in figure drawing.~~

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments _
Observational drawing of a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
- _ Critique
Comments
~~Self-critique~~ Professor of will class give assignments feedback on student drawings during lab time and homework.
- Critique
Comments
Individual and group critiques of course materials
- Demonstration

Comments

- - Discussion

Comments -

- - Field Trips

Comments -

A museum Concepts and ~~for~~ a materials gallery will visit be with demonstrated an by appropriate the exhibition professor.

- Lecture

Comments

The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.

Equity Based Curriculum

- _ Methods of Instruction

Address _

Because our figure models are a very diverse group, the subject being studied is diverse by default. This diversity includes race, gender, sex, and body type.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment _

Research and define the following terms: Tension Sequential approach Anatomical Calligraphic Dynamic Rendering

2. Assignment Type .

Add Assignment

1. **Projects**

1. What personality traits or human characteristics are expressed in your drawings? What contributions do the media and your technical handling of the media make to the overall visual statement? Are there instances where the drawings appear to be less expressive than the actual subject? Or are there drawings that seem to exaggerate the actual expressive nature of the person you are drawing? Have lights and darks offered definitive modes of expression? Does texture or spontaneity play an expressive role in the visual language of your drawings? Have you created any paradoxical situations?
2. Practice drawing the clothed figure as often as you can, both inside and outside the studio. Make it a practice to take sketchbook and pencils along wherever you go and anticipate the act of drawing in unlikely places. Include the clothed figure as part of your ongoing drawing regimen. Since you are so constantly in the presence of other people, the possibilities are limitless – on campus, in the cafeteria, library, and classrooms, at shopping centers and outdoor cafes, at sporting events, even in church, wherever people congregate. Be continuously aware of the body inside the clothes and concentrate on revealing the physical, even psychological stance or gesture of the figures. Study a variety of visual relationships between fabric texture, weight, and body mass in regard to the figure. In longer studies, learn to simplify the clothing, emphasizing lines, folds, and details that most poignantly define the body form.

2. **Written**

1. ~~Research and define the following terms: Tension Sequential approach Anatomical Calligraphic Dynamic Rendering~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ARTS 3D, the student should be able to comprehend~~ Comprehend and create a well-informed body of work using artistic anatomy of the human _ figure.

2. Outcome Text

~~Upon completion of ARTS 3D, the student should be able to create~~ Create a series of advanced level investigative drawings with different expressive strategies _ for the figure.

3. Outcome Text

~~Upon completion of ARTS 3D, the student should be able to demonstrate~~ Demonstrate an advanced ability to analyze the human form, and represent that form with a _ high degree of skill on a 2-D surface.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Requisite Course ARTS 3C - Figure and Composition III(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- ~~Demonstrate advanced ability to produce~~ Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black - _ and white media, and color media at an advanced level .
- Demonstrate mastery in control of the media whether it's pencil, pastels, charcoal and/or ink .

2. Requisite Type Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- Accurately describe forms and space through gradations of value

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes

Frequency

- At ~~Portfolios~~

~~Frequency~~ least
one per semester.

- Class Participation

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

- Home Work

Frequency

At least 9 times per semester, students will create drawings, outside of class.

- Lab Activities

Frequency

With the exception of the first day and the day of the final, students draw the figure during class.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE~~

~~format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*
- **Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Figure drawing is best done with students in a class with live models, working from a computers screen is a vastly diminished version of that experience. During the Covid lockdown, we offered this class online. If another emergency happens, we should be prepared to do the same.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- [_ Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- [_ Instructor response time.](#)
- [_ Student participation.](#)

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**
Frequency
[Homework](#) 5 times per semester.

Textbooks/Materials

Textbook

1. Author(s) [Michael Hampton](#)
Title [_ Gesture Drawing: Dynamic Movement and Form](#)
Edition [_](#)
Publisher [_ Rocky Nook](#)
ISBN-13 [_ 979-8888142417](#)

Year _ 2025

2. Author(s) _ Roberto Osti

Title _ Drawing the Body: Reading the Human Form in Art

Edition _

Publisher _ Monacelli Studio

ISBN-13 _ 978-1580936453

Year _ 2024

3. Author(s) _ George Bridgeman

Title Basic Human Anatomy: An Essential Visual Guide for Artists

Edition - 1st

Publisher Monacelli Studio

ISBN-13 -

Year 2016

4. Author(s) Steve Huston

Title Figure Drawing for Artists: Making Every Mark Count

Edition 1st

Publisher Rockport Publishers

ISBN-13

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

5. Author(s) Roberto Osti

Title Basic Human Anatomy: An Essential Visual Guide for Artists

Edition _ 1st

Publisher Sterling Publishing

ISBN-13 _

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10 02 / 19 26 / 2020~~ 2025

Parent Course

ARTS 3D - Figure and Composition IV

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/23/2018~~
- CC Approval
~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 3D Figure and Composition IV

Effective: Fall 2026

Catalog Description:

ARTS 3D - Figure and Composition IV 3.00 Units

Advanced application of knowledge and skills introduced in Arts 3C with further development of personal style. Topics include human anatomy and the historical and contemporary roles of figure drawing in the visual arts. Students in this course will learn both descriptive and interpretive approaches to drawing the figure.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 3C with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Show advanced development of the skill of hand and eye coordination in drawing the figure.
- B. Show advanced understanding of the dynamics of composition.
- C. Produce the illusion of three-dimensional form and spaces on a two-dimensional surface in black and white media, and color media at an advanced level.
- D. Further refine recognizing and producing unity and variety through the use of balance and rhythm and negative and positive space to produce relatively flat, two-dimensional compositions.
- E. Demonstrate mastery in control of the media whether it's pencil, pastels, charcoal and/or ink.
- F. Evaluate and critique class projects using relevant terminology in oral and written formats.
- G. Examine and describe the major historical, contemporary, and critical trends in figure drawing.

Course Content:

Lab:

1. Highest level observational drawing from the live figure model using various media.
2. Excellent proportion, measurement, sighting, and foreshortening is in evidence.
3. Highest level gesture drawing and massing of form.
4. Strong use of line and value in describing the human figure.
5. Highest level application of the concepts of volume and space to drawing the human figure.
6. Strong structural and planar analysis of the figure.
7. Excellent development of composition using the human figure.
8. Broadest use of a variety of drawing materials and techniques appropriate for drawing the human figure.

Lecture:

1. Highest level observational drawing from the live figure model using various media.
2. Strongest understanding of anatomy and structure as applied to the human body.

3. Excellent proportion, measurement, sighting, and foreshortening is in evidence.
4. Highest level gesture drawing and massing of form.
5. Strong use of line and value in describing the human figure.
6. Highest level application of the concepts of volume and space to drawing the human figure.
7. Strong structural and planar analysis of the figure.
8. Excellent development of composition using the human figure.
9. Highly expressive content developed through manipulation of line, form, value, composition, pose, and anatomical proportions.
10. Broadest use of a variety of drawing materials and techniques appropriate for drawing the human figure.
11. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
12. Study and analysis of the major historical, contemporary, and critical trends in figure drawing.

Methods of Instruction:

1. Lecture - The professor will provide information about anatomy, proportion, and various other topics related to figure drawing.
2. Demonstration - Concepts and materials will be demonstrated by the professor.
3. Critique - Professor will give feedback on student drawings during lab time and homework.
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Critique - Individual and group critiques of course materials
6. Classroom Activity - Observational drawing of a diverse group of live figure models. This diversity includes race, gender, sex, and body type.
7. Viewing of examples of student and professional work

Typical Assignments

A. Writing:

Research and define the following terms: Tension Sequential approach Anatomical Calligraphic Dynamic Rendering

B. Other:

1. What personality traits or human characteristics are expressed in your drawings? What contributions do the media and your technical handling of the media make to the overall visual statement? Are there instances where the drawings appear to be less expressive than the actual subject? Or are there drawings that seem to exaggerate the actual expressive nature of the person you are drawing? Have lights and darks offered definitive modes of expression? Does

texture or spontaneity play an expressive role in the visual language of your drawings? Have you created any paradoxical situations?

2. Practice drawing the clothed figure as often as you can, both inside and outside the studio. Make it a practice to take sketchbook and pencils along wherever you go and anticipate the act of drawing in unlikely places. Include the clothed figure as part of your ongoing drawing regimen. Since you are so constantly in the presence of other people, the possibilities are limitless – on campus, in the cafeteria, library, and classrooms, at shopping centers and outdoor cafes, at sporting events, even in church, wherever people congregate. Be continuously aware of the body inside the clothes and concentrate on revealing the physical, even psychological stance or gesture of the figures. Study a variety of visual relationships between fabric texture, weight, and body mass in regard to the figure. In longer studies, learn to simplify the clothing, emphasizing lines, folds, and details that most poignantly define the body form.

Methods of Evaluating Student Progress

A. Quizzes

1. At least one per semester.

B. Class Participation

1. With the exception of the first day and the day of the final, students draw the figure during class.

C. Home Work

1. At least 9 times per semester, students will create drawings, outside of class.

D. Lab Activities

1. With the exception of the first day and the day of the final, students draw the figure during class.

Student Learning Outcomes

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

- A. Comprehend and create a well-informed body of work using artistic anatomy of the human figure.
- B. Create a series of advanced level investigative drawings with different expressive strategies for the figure.
- C. Demonstrate an advanced ability to analyze the human form, and represent that form with a high degree of skill on a 2-D surface.

Textbooks (Typical):

Textbook:

1. Michael Hampton *Gesture Drawing: Dynamic Movement and Form.*, Rocky Nook, 2025.
2. Roberto Osti *Drawing the Body: Reading the Human Form in Art.*, Monacelli Studio, 2024.
3. George Bridgeman *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Monacelli Studio, 2016.
4. Steve Huston *Figure Drawing for Artists: Making Every Mark Count.* 1st ed., Rockport Publishers, 2016.
5. Roberto Osti *Basic Human Anatomy: An Essential Visual Guide for Artists.* 1st ed., Sterling Publishing, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of drawing supplies to complete all of the assigned studies.



Course Modification: ARTS 12A - Oil/Acrylic Painting: Beginning I

Course Modification: ARTS 12A - Oil/Acrylic Painting: Beginning I (Launched - Implemented 02-28-2025)
compared with
ARTS 12A - Oil/Acrylic Painting: Beginning I (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Exploration of physical properties of painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

5. Use and application of materials and tools of painting.
6. Development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Lab Content _

1. Exploration of physical properties of painting materials.
 2. Organization and application of the basic formal elements and principles of design as they relate to painting.
 3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
 4. Construction and preparation of painting surfaces and supports.
 5. Use and application of materials and tools of painting.
 6. Development of expressive content through manipulation of mark, color, value, and composition.
 7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
 8. ~~Critical evaluation and critique of class projects using relevant terminology in oral or written formats.~~
- ~~Studio, equipment, and material use and safety.~~

Equity Based Curriculum

- Assignments
Address
Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. Assignment Type Project
Add Assignment
 1. Using a wood paint mixing stick (painted white with gesso, primer, acrylic paint), draw 10 different .75" sections to be filled. The color chart which is part of your supply list has a value scale with 10 portions from white to black and the greys in between. Using Mars Black and Titanium White create your own value scale based on the value scale provided by your color chart.
 2. Using your value stick as a tool to help you see value in an analytical manner, observe, study, and paint a crumples piece of paper under direct light. Observe the subject in terms of shapes, applying major blocks of values to the major shapes observed. Applying the concept of "look, mix, paint"; general shapes are filled in with a value which approximates the general area being painted, with smaller, secondary and tertiary shapes being addressed on subsequent passes.
 3. Students are encouraged to make work associated with their own lives and stories.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ARTS 12A, the student should be able to administer~~ Administer appropriate terminology for critiquing and analyzing paintings.

2. Outcome Text

~~Upon completion of ARTS 12A, the student should be able to apply~~ Apply content to paintings and explain its meaning.

3. Outcome Text

~~Upon completion of ARTS 12A, the student should be able to compose~~ Compose paintings with the elements and principles of visual art and design.

4. Outcome Text

~~Upon completion of ARTS 12A, the student should be able to develop~~ Develop painting skills.

5. Outcome Text

~~Upon completion of ARTS 12A, the student should be able to paint~~ Paint with a variety of techniques.

Requisites/Requisite Validation

Requisites

1. Requisite Type Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects

Frequency

- At ~~Field~~ least ~~Trips~~

Frequency 4

projects per semester.

- Class Participation

Frequency

Students will paint every class except the first class and the final.

- Home Work

Frequency

Students have small projects and ongoing projects every class.

- Lab Activities

Frequency

Students will paint every class except the first class and the final.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for

the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *_ Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*
- **asynchronously Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *_ taught online with flexible in-person component only materials in and activities delivered through the college's learning management system; and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- _ Instructor response time.

- [_ Student participation.](#)
- [_ Instructor participation.](#)

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**
Frequency
[Homework](#) 5 times per semester.

Textbooks/Materials

Textbook

1. [Author\(s\) _ Sari Shryack](#)
[Title _ Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic](#)
[Edition _](#)
[Publisher _ Walter Foster Publishing](#)
[ISBN-13 _ 9780760388730](#)
[Year _ 2024](#)
2. [Author\(s\) _ Amelie Novak](#)
[Title _ Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting](#)
[Edition _](#)
[Publisher _ tofino media](#)
[ISBN-13 _ 9783759216854](#)
[Year _ 2024](#)
3. [Author\(s\) Juliette Aristides](#)

Title Lessons in Classical Painting: Essential Techniques from Inside the Atelier

Edition 1st

Publisher Watson-Guption

ISBN-13 -

Year 2016

4. **Author(s)** Parramón Editorial Team

Title Paint Like The Masters: An excellent way to learn from those who have much to teach

Edition 1st

Publisher Barron's Educational Series

ISBN-13

Year 2015

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

5. **Author(s)** Suzanne Hudson

Title Painting Now

Edition 1

Publisher Thames & Hudson

[ISBN-13](#) _

Year 2015

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

- Transfers to CSU

Already Approved ~~No~~ Yes

- Transfers to UC

Already approved unsubstantial change ~~No~~ Yes

C-ID proposal ~~No~~ Yes

C-ID [ARTS 210](#)

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10/02/19~~ 26/2020 2025

Parent Course

ARTS 12A - Oil/Acrylic Painting: Beginning I

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/23/2018~~

- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 12A
Oil/Acrylic Painting: Beginning I
Effective: Fall 2026

Catalog Description:

ARTS 12A - Oil/Acrylic Painting: Beginning I
3.00 Units

Introduction to painting using oil or acrylic paints. Students will apply the principles and elements of design, in addition to color theory, to their own paintings. Students will make studies from observation, study works by the masters, and learn to express their own ideas through painting.

1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation: ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create paintings that evince a working knowledge of the physical properties of painting materials.
- B. Organize and apply the basic formal elements and principles of design in paintings.
- C. Apply the principles of perceptually and theoretically based color theory to painting projects.
- D. Construct and prepare painting surfaces and supports.
- E. Develop expressive content through manipulation of mark, color, value, and composition.
- F. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
- G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
- H. Safely handle and use studio painting materials and equipment.
 - I. Safely handle and use studio materials and equipment

Course Content:

Lab:

1. Exploration of physical properties of painting materials.
2. Organization and application of the basic formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.

Lecture:

1. Exploration of physical properties of painting materials.

2. Organization and application of the basic formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Methods of Instruction:

1. Lecture - Studio lectures
2. Discussion
3. Demonstration
4. Audio-visual Activity - Slides, PowerPoint and videos
5. Research - Study artists and learn from this research.
6. Projects - Paintings created throughout the semester.
7. Field Trips - Museum and/or a gallery visit with an appropriate exhibition
8. Examples of student and professional work
9. Portfolio of completed work.
10. Individual and group critiques
11. Self critique
12. Written critiques on appropriate exhibitions

Typical Assignments

A. Project:

1. Using a wood paint mixing stick (painted white with gesso, primer, acrylic paint), draw 10 different .75" sections to be filled. The color chart which is part of your supply list has a value scale with 10 portions from white to black and the

greys in between. Using Mars Black and Titanium White create your own value scale based on the value scale provided by your color chart.

2. Using your value stick as a tool to help you see value in an analytical manner, observe, study, and paint a crumpled piece of paper under direct light. Observe the subject in terms of shapes, applying major blocks of values to the major shapes observed. Applying the concept of "look, mix, paint"; general shapes are filled in with a value which approximates the general area being painted, with smaller, secondary and tertiary shapes being addressed on subsequent passes.
3. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

A. Projects

1. At least 4 projects per semester.

B. Class Participation

1. Students will paint every class except the first class and the final.

C. Home Work

1. Students have small projects and ongoing projects every class.

D. Lab Activities

1. Students will paint every class except the first class and the final.

Student Learning Outcomes

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

- A. Administer appropriate terminology for critiquing and analyzing paintings.
- B. Apply content to paintings and explain its meaning.
- C. Compose paintings with the elements and principles of visual art and design.
- D. Develop painting skills.
- E. Paint with a variety of techniques.

Textbooks (Typical):

Textbook:

1. Sari Shryack *Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic.*, Walter Foster Publishing, 2024.
2. Amelie Novak *Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting.*, tofino media, 2024.
3. Juliette Aristides *Lessons in Classical Painting: Essential Techniques from Inside the Atelier.* 1st ed., Watson-Guptill, 2016.
4. Parramón Editorial Team *Paint Like The Masters: An excellent way to learn from those who have much to teach .* 1st ed., Barron's Educational Series, 2015.
5. Suzanne Hudson *Painting Now.* 1 ed., Thames & Hudson, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Acrylics or oil paints.
2. Canvases & stretcher bars.
3. Brushes & mediums.
4. Various applicable materials.



Course Modification: ARTS 12B - Oil/Acrylic Painting: Beginning II

Course Modification: ARTS 12B - Oil/Acrylic Painting: Beginning II (Launched - Implemented 02-28-2025)
compared with
ARTS 12B - Oil/Acrylic Painting: Beginning II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Further familiarity of physical properties of painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to painting.
3. Deeper investigation of the application of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

5. Use and application of materials and tools of painting.
6. Examining, evaluation and exploring multiple methods to expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Developing a deeper understanding of critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Lab Content

1. Further familiarity of physical properties of painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to painting.
3. Deeper investigation of the application of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Examining, evaluation and exploring multiple methods to expressive content through manipulation of mark, color, value, and composition.

Methods of Instruction

Check all that apply:

- Demonstration

Comments

The professor will do demonstrations on materials and techniques.

- Discussion

Comments

Critiques and discussion of art is an ongoing part of the painting course.

Equity Based Curriculum

- Assignments

Address

Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. **Projects**

1. Research a master painter from 1500-1800 who inspires you.

a:

1. Analyze the palette, brush strokes, and methods used by this master.
 - b.
2. Using the knowledge gained from the study of this master, create a work _____ of your own in the painterly style of the master you are studying.

2. Paint a study of paper under direct light.

a.

1. With your knowledge of shadow, and light, create a quick monochromatic study of paper. Analyze the shadows and light masses.

b.

2. As a second level student, perfect and improvise the edges of shapes to demonstrate form and space.

3. Students are encouraged to make work associated with their own lives and stories.

-

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ARTS 12B, the student should be able to administer~~ Administer appropriate terminology for critiquing and analyzing paintings.

2. **Outcome Text**

~~Upon completion of ARTS 12B, the student should be able to apply~~ Apply Content to paintings and explain its meaning.

3. **Outcome Text**

~~Upon completion of ARTS 12B, the student should be able to compose~~ Compose paintings with the elements and principles of visual art and design.

4. **Outcome Text**

~~Upon completion of ARTS 12B, the student should be able to develop~~ Develop upon established painting skills.

5. **Outcome Text**

~~Upon completion of ARTS 12B, the student should be able to paint~~ Paint with a variety of techniques and refine those techniques.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite

Requisite Course ARTS 12A - Oil/Acrylic Painting: Beginning I (**Active** Launched)

Skills Analysis

Requisite Course Objective(s)

- Develop expressive content through manipulation of mark, color, value, and composition.

Degree of Importance **Recommended**

2. **Requisite Type** Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(**Active** Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects

Frequency

- At **Field** least **Trips**

Frequency 4

projects per semester.

- Class Participation

Frequency

Students will paint every class except the first class and the final.

- Class Work

Frequency

Students have small projects and ongoing projects every class.

- Lab Activities

Frequency

Students will paint every class except the first class and the final.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for

the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *_ Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*
- **asynchronously Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *_ taught online with flexible in-person component only materials in and activities delivered through the college's learning management system; and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**

Frequency

Homework 5 times per semester.

Textbooks/Materials

Textbook

1. **Author(s)** Sari Shryack
Title _ Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic
Edition _
Publisher _ Walter Foster Publishing
ISBN-13 _ 9780760388730
Year _ 2024
2. **Author(s)** _ Amelie Novak
Title _ Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting
Edition _
Publisher _ tolino media
ISBN-13 _ 9783759216854
Year _ 2024
3. **Author(s)** _ Juliette Aristides
Title Lessons in Classical Painting: Essential Techniques from Inside the Atelier
Edition - **1st**
Publisher Watson-Guption
ISBN-13 -
Year 2016
4. **Author(s)** Parramón Editorial Team
Title Paint Like The Masters: An excellent way to learn from those who have much to teach
Edition 1st

Publisher Barron's Educational Series

ISBN-13

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

5. Author(s) Suzanne Hudson

Title Painting Now

Edition _ 1st

Publisher Thames & Hudson

ISBN-13 _

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU

Already Approved ~~No~~ Yes

- Transfers to ~~CSU~~

~~Comments~~ -

~~New Request~~ - ~~No~~

~~Already approved substantial change~~ - ~~No~~ UC

Already approved unsubstantial change ~~No~~

- - ~~Transfers to CSU~~

~~Already approved unsubstantial change~~ - ~~No~~

- - ~~Transfers to CSU~~

~~Comments~~ -

~~New Request~~ - ~~No~~

~~Already approved substantial change~~ - ~~No~~

~~Already approved unsubstantial change~~ - ~~No~~

- - Transfers to CSU
Comments -
New Request - No
Already approved substantial change - No
Already approved unsubstantial change - No
Effective Semester - Yes

Codes and Dates

Course Codes

Origination Date

~~10 02 / 19 26 / 2020~~ 2025

Parent Course

ARTS 12B - Oil/Acrylic Painting: Beginning II

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/23/2018~~
- CC Approval
~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 12B
Oil/Acrylic Painting: Beginning II
Effective: Fall 2026

Catalog Description:

ARTS 12B - Oil/Acrylic Painting: Beginning II
3.00 Units

Second level course in painting using oil or acrylic paints. With the skills and knowledge gained in ARTS 12A, students will apply the principles and elements of design, in addition to color theory, to their own paintings. Students will make intermediate level studies from observation, study works by the masters, and learn to express their own ideas through painting.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 12A with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create paintings that evince a strong knowledge of the physical properties of painting materials.
- B. Organize and apply the formal elements and principles of design in paintings.
- C. Apply the principles of perceptually and theoretically based color theory to painting projects.
- D. Construct and prepare painting surfaces and supports.
- E. Develop expressive content through manipulation of mark, color, value, and composition.
- F. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
- G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
- H. Safely handle and use studio painting materials and equipment.

Course Content:

Lab:

1. Further familiarity of physical properties of painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to painting.
3. Deeper investigation of the application of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Examining, evaluation and exploring multiple methods to expressive content through manipulation of mark, color, value, and composition.

Lecture:

1. Further familiarity of physical properties of painting materials.
2. Rationalizing the organization and application of the basic formal elements and principles of design as they relate to painting.
3. Deeper investigation of the application of color theory, as it relates to painting practice.

4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Examining, evaluation and exploring multiple methods to expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Developing a deeper understanding of critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Methods of Instruction:

1. Lecture - Studio lectures
2. Discussion - Critiques and discussion of art is an ongoing part of the painting course.
3. Audio-visual Activity - Slides, PowerPoint and videos
4. Field Trips - Museum and/or a gallery visit with an appropriate exhibition
5. Demonstration - The professor will do demonstrations on materials and techniques.
6. Individual and group critiques
7. Examples of student and professional work
8. Self critique

Typical Assignments

A. Project:

1. Research a master painter from 1500-1800 who inspires you.
 1. Analyze the palette, brush strokes, and methods used by this master.
 2. Using the knowledge gained from the study of this master, create a work of your own in the painterly style of the master you are studying.
2. Paint a study of paper under direct light.
 1. With your knowledge of shadow, and light, create a quick monochromatic study of paper. Analyze the shadows and light masses.

2. As a second level student, perfect and improvise the edges of shapes to demonstrate form and space.
3. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

- A. Projects
 1. At least 4 projects per semester.
- B. Class Participation
 1. Students will paint every class except the first class and the final.
- C. Class Work
 1. Students have small projects and ongoing projects every class.
- D. Lab Activities
 1. Students will paint every class except the first class and the final.

Student Learning Outcomes

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

- A. Administer appropriate terminology for critiquing and analyzing paintings.
- B. Apply Content to paintings and explain its meaning.
- C. Compose paintings with the elements and principles of visual art and design.
- D. Develop upon established painting skills.
- E. Paint with a variety of techniques and refine those techniques.

Textbooks (Typical):

Textbook:

1. Sari Shryack *Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic.*, Walter Foster Publishing, 2024.
2. Amelie Novak *Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting.*, tofino media, 2024.
3. Juliette Aristides *Lessons in Classical Painting: Essential Techniques from Inside the Atelier* . 1st ed., Watson-Guption, 2016.

4. Parramón Editorial Team *Paint Like The Masters: An excellent way to learn from those who have much to teach*. 1st ed., Barron's Educational Series, 2015.
5. Suzanne Hudson *Painting Now*. 1st ed., Thames & Hudson, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Acrylics or oil paints.
2. Canvases & stretcher bars.
3. Brushes & mediums.
4. Various applicable materials.



Course Modification: ARTS 12C - Oil/Acrylic Painting: Advanced I

Course Modification: ARTS 12C - Oil/Acrylic Painting: Advanced I (Launched - Implemented 02-28-2025)
compared with
ARTS 12C - Oil/Acrylic Painting: Advanced I (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Intermediate level use of the physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.

Lab Content

1. Intermediate level use of the physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

Methods of Instruction

Check all that apply:

- Demonstration

Comments

The professor will do demonstrations on materials and techniques.

- Discussion

Comments

Critiques and discussion of art is an ongoing part of the painting course.

Equity Based Curriculum

- Assignments

Address

Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Study a master painter.

1. Create small sketches analyzing the compositions created by the master painter.

2. Paint a new painting using the compositional and stylistic methods observed.

2. Plan and execute a painting.

1. Develop an original idea for a painting through thumbnails and sketches.
2. Further refine ideas into a complete value study.
3. Explore options using color with a color study.
4. Using the research and experimentation to make the work thus far, execute a final painting.

3. Students are encouraged to make work associated with their own lives and stories.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 12C, the student should be able to administer~~ Administer appropriate terminology for critiquing and analyzing paintings.

2. **Outcome Text**

~~Upon completion of ARTS 12C, the student should be able to apply~~ Apply content to paintings and explain its meaning.

3. **Outcome Text**

~~Upon completion of ARTS 12C, the student should be able to compose~~ Compose paintings with the elements and principles of visual art and design.

4. **Outcome Text**

~~Upon completion of ARTS 12C, the student should be able to develop~~ Develop further upon established painting skills.

5. **Outcome Text**

~~Upon completion of ARTS 12C, the student should be able to focus~~ Focus on previously refined techniques to develop skill.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite
Requisite Course ARTS 12B - Oil/Acrylic Painting: Beginning II(~~Active~~ Launched)
2. Requisite Type Recommended Course Preparation
Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects
Frequency
• ~~At Field~~ least Trips
~~Frequency 4~~
projects per semester.
- Class Participation
Frequency
Students will paint every class except the first class and the final.
- Home Work
Frequency
Students have small projects and ongoing projects every class.
- Lab Activities
Frequency
Students will paint every class except the first class and the final.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- ~~• - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.
- **asynchronously Emergency and Online is with supported Flexible by In-Person Component (EOFI):** taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

DE Course Interactions

Student- ~~Student Interaction~~

~~Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)~~

- ~~- **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*~~
Frequency -
~~Once a semester.~~

~~Student-~~ Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- ~~- **Field Trips:** - *Students will attend live or virtual field trips.*~~
Frequency -
~~Once a semester (may be virtual).~~
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency
~~5 times per semester.~~
- ~~- **Other:** -~~
Frequency -

5 4 times per semester.

Textbooks/Materials

Textbook

1. Author(s) _ Sari Shryack
Title _ Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic
Edition _
Publisher _ Walter Foster Publishing
ISBN-13 _ 9780760388730
Year _ 2024
2. Author(s) _ Amelie Novak
Title _ Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting
Edition _
Publisher _ tolino media
Year _ 2024
3. Author(s) Juliette Aristides
Title Lessons in Classical Painting: Essential Techniques from Inside the Atelier
Edition - 1st
Publisher Watson-Guption
ISBN-13 -
Year 2016
4. Author(s) Parramón Editorial Team
Title Paint Like The Masters: An excellent way to learn from those who have much to teach
Edition 1st
Publisher Barron's Educational Series
ISBN-13 _
Year 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
5. Author(s) Suzanne Hudson

Title Painting Now

Edition _ 1st

Publisher Thames & Hudson

ISBN-13 _

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10 02 / 19 26 / 2020~~ 2025

Parent Course

ARTS 12C - Oil/Acrylic Painting: Advanced I

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/23/2018~~
- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 12C
Oil/Acrylic Painting: Advanced I
Effective: Fall 2026

Catalog Description:

ARTS 12C - Oil/Acrylic Painting: Advanced I
3.00 Units

Advanced projects in oil or acrylic painting with an emphasis on individual creative work and development of personal ideas and style.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 12B with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Create paintings that evince an advanced knowledge of the physical properties of painting materials.
- B. Organize and apply the formal elements and principles of design in paintings.
- C. Apply the principles of perceptually and theoretically based color theory to painting projects.
- D. Construct and prepare painting surfaces and supports.
- E. Develop expressive content through manipulation of mark, color, value, and composition.
- F. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
- G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
- H. Safely handle and use studio painting materials and equipment.

Course Content:

Lab:

1. Intermediate level use of the physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

Lecture:

1. Intermediate level use of the physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.

Methods of Instruction:

1. Audio-visual Activity - Slides, PowerPoint and videos
2. Field Trips - Museum and/or a gallery visit with an appropriate exhibition
3. Lecture - Studio lectures
4. Discussion - Critiques and discussion of art is an ongoing part of the painting course.
5. Demonstration - The professor will do demonstrations on materials and techniques.
6. Lecture
7. Self critique
8. Individual and group critiques
9. Examples of student and professional work

Typical Assignments

A. Project:

1. Study a master painter.
 1. Create small sketches analyzing the compositions created by the master painter.
 2. Paint a new painting using the compositional and stylistic methods observed.
2. Plan and execute a painting.
 1. Develop an original idea for a painting through thumbnails and sketches.
 2. Further refine ideas into a complete value study.
 3. Explore options using color with a color study.
 4. Using the research and experimentation to make the work thus far, execute a final painting.
3. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

A. Projects

1. At least 4 projects per semester.

B. Class Participation

1. Students will paint every class except the first class and the final.

C. Home Work

1. Students have small projects and ongoing projects every class.

D. Lab Activities

1. Students will paint every class except the first class and the final.

Student Learning Outcomes

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

- A. Administer appropriate terminology for critiquing and analyzing paintings.
- B. Apply content to paintings and explain its meaning.
- C. Compose paintings with the elements and principles of visual art and design.
- D. Develop further upon established painting skills.
- E. Focus on previously refined techniques to develop skill.

Textbooks (Typical):

Textbook:

1. Sari Shryack *Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic.*, Walter Foster Publishing, 2024.
2. Amelie Novak *Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting.*, tofino media, 2024.
3. Juliette Aristides *Lessons in Classical Painting: Essential Techniques from Inside the Atelier* . 1st ed., Watson-Guptill, 2016.
4. Parramón Editorial Team *Paint Like The Masters: An excellent way to learn from those who have much to teach.* 1st ed., Barron's Educational Series, 2015.
5. Suzanne Hudson *Painting Now.* 1st ed., Thames & Hudson, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Acrylics or oil paints.

2. Canvases & stretcher bars.
3. Brushes & mediums.
4. Various applicable materials.



Course Modification: ARTS 12D - Oil/Acrylic Painting: Advanced II

Course Modification: ARTS 12D - Oil/Acrylic Painting: Advanced II (Launched - Implemented 02-28-2025)
compared with
ARTS 12D - Oil/Acrylic Painting: Advanced II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Advanced use of physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.

5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.
7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Lab Content

1. Advanced use of physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

Methods of Instruction

Check all that apply:

- Demonstration
Comments
The professor will do demonstrations on materials and techniques.
- Discussion
Comments
- - ~~Field Trips~~
Comments -
~~Museum Critiques~~ and ~~for a discussion gallery of visit art with is~~ an ~~appropriate ongoing exhibition part of the~~ painting course.
- Lecture
Comments
~~Studio Lectures~~ ~~lectures~~ on materials, techniques, art history, and design are part of the course.
- Lecture
Comments

Equity Based Curriculum

- Assignments
Address
Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. Assignment Type Project
Add Assignment
 1. Making calculations about color balance using color triads and tetrads, create a series of still life studies.

1. Consider the historical precedent for still life studies, ranging from the spiritual associations of the Northern Renaissance to more contemporary ideas in observational painting.
2. Where appropriate, incorporate your own symbols and meanings to your still life studies as a means to apply content to the work.
2. Study a master painter. Research the the compositional strategies of this artist and use these ideas to design your own painting, painted in your own style.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of ARTS 12D, the student should be able to administer~~ Administer appropriate terminology for critiquing and analyzing paintings.

2. **Outcome Text**

~~Upon completion of ARTS 12D, the student should be able to apply~~ Apply researched content to paintings and explain its meaning.

3. **Outcome Text**

~~Upon completion of ARTS 12D, the student should be able to compose~~ Compose paintings with the elements and principles of visual art and design.

4. **Outcome Text**

~~Upon completion of ARTS 12D, the student should be able to focus~~ Focus on previously refined techniques to develop skill.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite

Requisite Course ARTS 12C - Oil/Acrylic Painting: Advanced I(~~Active~~ Launched)

2. **Requisite Type** Recommended Course Preparation

Requisite Course ARTS 2A - Introduction to Drawing(~~Active~~ Launched)

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects
Frequency
At Field least Trips
Frequency 4
projects per semester.
- Class Participation
Frequency
Students will paint every class except the first class and the final.
- Home Work
Frequency
Students have small projects and ongoing projects every class.
- Lab Activities
Frequency
Students will paint every class except the first class and the final.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

~~Delivery Methods~~

~~The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)~~

- - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction only that in takes case place of synchronously an or emergency.*
- **Emergency and Online is with supported Flexible by In-Person Component (EOFI):** *taught online with flexible in-person component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Because painting courses are so materials intensive, it is best to have a professor on hand to describe and explain methods and procedures for painting.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**

Frequency

Homework 5 times per semester.

Textbooks/Materials

Textbook

1. **Author(s)** Sari Shryack
Title _ Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic
Edition _
Publisher _ Walter Foster Publishing
Year _ 2024
2. **Author(s)** _ Amelie Novak
Title _ Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting
Edition _
Publisher _ tolino media
ISBN-13 _ 9783759216854
Year _ 2024
3. **Author(s)** _ Juliette Aristides
Title Lessons in Classical Painting: Essential Techniques from Inside the Atelier
Edition - **1st**
Publisher Watson-Guption
Year 2016

4. **Author(s)** Parramón Editorial Team

Title Paint Like The Masters: An excellent way to learn from those who have much to teach

Edition 1st

Publisher Barron's Educational Series

ISBN-13

Year 2015

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

5. **Author(s)** Suzanne Hudson

Title Painting Now

[Edition](#) _ [1st](#)

Publisher Thames & Hudson

[ISBN-13](#) _

Year 2015

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

- Transfers to CSU

Already Approved ~~No~~ Yes

- Transfers to UC

Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~10~~ 02 / ~~19~~ 26 / ~~2020~~ 2025

Parent Course

[ARTS 12D - Oil/Acrylic Painting: Advanced II](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/23/2018~~

- CC Approval

~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Art 12D
Oil/Acrylic Painting: Advanced II
Effective: Fall 2026

Catalog Description:

ARTS 12D - Oil/Acrylic Painting: Advanced II
3.00 Units

Advanced projects in oil or acrylic painting with emphasis on developing ideas, skills, and knowledge. Students hone their painting through practice and critique; this course requires self direction.

1.5 Units Lecture 1.5 Units Lab

Prerequisite: ARTS 12C with a minimum grade of C, **Recommended Course Preparation:** ARTS 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Art

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Create paintings that evince an advanced knowledge of the physical properties of painting materials.
- B. Organize and apply the formal elements and principles of design in paintings.
- C. Apply the principles of perceptually and theoretically based color theory to painting projects.
- D. Construct and prepare painting surfaces and supports.
- E. Develop expressive content through manipulation of mark, color, value, and composition.
- F. Examine and describe historical and contemporary developments, trends, materials, and approaches in painting.
- G. Assess and critique paintings in group, individual, and written contexts using relevant critique formats, concepts and terminology.
- H. Safely handle and use studio painting materials and equipment.

Course Content:

Lab:

1. Advanced use of physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

Lecture:

1. Advanced use of physical properties of painting materials as applied to self-directed projects.
2. Organization and application of the formal elements and principles of design as they relate to painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Construction and preparation of painting surfaces and supports.
5. Use and application of materials and tools of painting.
6. Advanced development of expressive content through manipulation of mark, color, value, and composition.

7. Historical and contemporary developments, critical trends, materials, and approaches in painting, including representational, expressive, abstract, or non-objective approaches.
8. Critical evaluation and critique of class projects using relevant terminology in oral or written formats.
9. Studio, equipment, and material use and safety.

Methods of Instruction:

1. Lecture - Lectures on materials, techniques, art history, and design are part of the course.
2. Discussion - Critiques and discussion of art is an ongoing part of the painting course.
3. Demonstration - The professor will do demonstrations on materials and techniques.
4. Lecture
5. Audio-visual Activity - Slides, PowerPoint and videos
6. Examples of student and professional work
7. Self critique
8. Individual and group critiques

Typical Assignments

A. Project:

1. Making calculations about color balance using color triads and tetrads, create a series of still life studies.
 1. Consider the historical precedent for still life studies, ranging from the spiritual associations of the Northern Renaissance to more contemporary ideas in observational painting.
 2. Where appropriate, incorporate your own symbols and meanings to your still life studies as a means to apply content to the work.
2. Study a master painter. Research the the conpositional strategies of this artist and use these ideas to design your own painting, painted in your own style.

Methods of Evaluating Student Progress

A. Projects

1. At least 4 projects per semester.

B. Class Participation

1. Students will paint every class except the first class and the final.
- C. Home Work
1. Students have small projects and ongoing projects every class.
- D. Lab Activities
1. Students will paint every class except the first class and the final.

Student Learning Outcomes

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

- A. Administer appropriate terminology for critiquing and analyzing paintings.
- B. Apply researched content to paintings and explain its meaning.
- C. Compose paintings with the elements and principles of visual art and design.
- D. Focus on previously refined techniques to develop skill.

Textbooks (Typical):

Textbook:

1. Sari Shryack *Modern Still Life: From Fruit Bowls to Disco Balls: A beginner's guide to painting fun, fresh still lifes in oil and acrylic.*, Walter Foster Publishing, 2024.
2. Amelie Novak *Mastering Painting Techniques: A Comprehensive Guide to Acrylic, Watercolor, and Oil Painting.*, tofino media, 2024.
3. Juliette Aristides *Lessons in Classical Painting: Essential Techniques from Inside the Atelier* . 1st ed., Watson-Guptill, 2016.
4. Parramón Editorial Team *Paint Like The Masters: An excellent way to learn from those who have much to teach*. 1st ed., Barron's Educational Series, 2015.
5. Suzanne Hudson *Painting Now*. 1st ed., Thames & Hudson, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Acrylics or oil paint.
2. Canvases & stretcher bars.
3. Brushes & mediums.

4. Various applicable materials.



Course Modification: ARTS 29 - Independent Study, Studio Arts

Course Modification: ARTS 29 - Independent Study, Studio Arts (Launched - Implemented 02-28-2025)
compared with
ARTS 29 - Independent Study, Studio Arts (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

Max Units ~~+~~ 2.000

TOTALS

Calculations

~~Lecture Hours~~

Lab Hours 27 - 108

Inside of Class Hours 27 - 108

Course Content

Lecture Content

Lab Content _

1. Develop skills and knowledge that reinforce, or expand upon, Studio Arts concepts
2. Develop methodology and reporting structure for a project
3. ~~Communicate the essential applications or theories related to Studio Arts~~

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- ~~Independent~~ Critique
Comments _
As part of the course, students will get ongoing feedback from the professor.
- _ Directed Study
Comments
Students will coordinate with the professor to make sure the objectives are being met.

Other ~~Yes~~ No

Equity Based Curriculum

- _ Assignments
Address _
Students are encouraged to make work associated with their own lives and stories.

Typical Assignments

Typical Assignments

1. Assignment Type Reading
Add Assignment _

Identification of a research project may include extensive reading.

2. Assignment Type _ Writing
Add Assignment _

Identification of a topic related to independent study class may include a paper or other form of report of completed work.

3. Assignment Type _ Laboratory
Add Assignment

1. ~~Reading Assignments~~

1. ~~Identification of a research project may include extensive reading.~~

2. ~~Writing Assignment~~

1. ~~Identification of a topic related to independent study class may include a paper or other form of report of completed work.~~

3. ~~Lab Work~~

1. Completion of a project may include laboratory or field work
2. Students are encouraged to make work associated with their own lives and stories.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text _

Conduct a study by means of literature research, museum and/or gallery visits, and/or the creation of artwork as mutually agreed upon by the student and professor.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Communicate Visually and Symbolically** : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

.. **Solve Problems** : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Understand Artistic Expression** : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Interpret Influences** : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Identify Contributions** : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Respond appropriately** : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. Determine which technology will effectively and efficiently produce the desired results

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. Use appropriate technology to acquire, organize, analyze, and communicate

2. Outcome Text ..

Present the results of the research or artmaking.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- ~~Research~~ Projects
Frequency
- An Portfolios
Frequency art
- project ~~Oral~~ of Presentation
Frequency some
- kind Projects
Frequency must
- be ~~Lab~~ part Activities
Frequency of
Independent Study.

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. Author(s) _ Keri Watson and Keidra Daniels Navaroli
Title _ This Is America Re-Viewing the Art of the United States
Edition _
Publisher _ Oxford University Press
ISBN-13 _ 9780190084882
Year _ 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

2. Author(s) _ Author Marita Sturken and Lisa Cartwright

Title _ Practices of Looking, An Introduction to Visual Culture

Edition _

Publisher _ Oxford University Press

ISBN-13 _ 9780197627150

Year _ 2025

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 02 / ~~18~~ 26 / ~~2017~~ 2025

Parent Course

ARTS 29 - Independent Study, Studio Arts

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~02/21/2018~~

- CC Approval

~~10/30/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

02/28/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Art 29
Independent Study, Studio Arts
Effective: Fall 2026

Catalog Description:

ARTS 29 - Independent Study, Studio Arts
0.50 - 2.00 Units

Supervised study in the area of Studio Arts. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

0.5 - 2 Units Lab

Course Grading: Optional

Lab Hours	27 - 108
Inside of Class Hours	27 - 108

Discipline:

Art

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Studio Arts to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, Studio Arts concepts
2. Develop methodology and reporting structure for a project

Methods of Instruction:

1. Independent Study
2. Directed Study - Students will coordinate with the professor to make sure the objectives are being met.
3. Critique - As part of the course, students will get ongoing feedback from the professor.

Typical Assignments

A. Reading:

Identification of a research project may include extensive reading.

B. Writing:

Identification of a topic related to independent study class may include a paper or other form of report of completed work.

C. Laboratory:

1. Completion of a project may include laboratory or field work
2. Students are encouraged to make work associated with their own lives and stories.

Methods of Evaluating Student Progress

- A. Other (Please Explain)

B. Projects

1. An art project of some kind must be part of Independent Study.

Student Learning Outcomes

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

- A. Conduct a study by means of literature research, museum and/or gallery visits, and/or the creation of artwork as mutually agreed upon by the student and professor.
- B. Present the results of the research or artmaking.

Textbooks (Typical):

Textbook:

1. Keri Watson and Keidra Daniels Navaroli *This Is America Re-Viewing the Art of the United States.*, Oxford University Press, 2023.
2. Author Marita Sturken and Lisa Cartwright *Practices of Looking, An Introduction to Visual Culture.*, Oxford University Press, 2025.



Course Modification: CIS 59 - Web Dev: HTML/CSS/Javascript

Course Modification: CIS 59 - Web Dev: HTML/CSS/Javascript (Launched - Implemented 03-25-2025)
compared with
CIS 59 - Web Dev: HTML/CSS/Javascript (Active - Implemented 01-02-2018)

Cover

Effective Term ~~Spring~~ Fall ~~2018~~ 2026

TOP Code ~~0707~~ 0614 . ~~20~~ 30 - ~~Database~~ Website Design and ~~Administration~~ Development *

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lab Content

Hands-on lab assignment, such as:

1. Use a text editor to create a basic HTML file, organizing it with essential tags like <html> , <head> , <body> , and structured elements (headers, paragraphs, links), then display it in a browser to observe how code transforms into visual content.

2. Learn to style HTML elements with CSS by adjusting color, font, and layout through inline, embedded, and external style sheets, organizing CSS for consistent design across web pages.
3. Enhance web visuals with CSS borders, lines, various graphic types, and image elements, adjusting attributes like alt text, width, and height for optimized display.
4. Create a user-focused web layout with structured navigation and apply visual design principles for an appealing, intuitive experience.
5. Explore media embedding with audio, video, and plugins while understanding compatibility requirements and alternatives to Adobe Flash.
6. Learn JavaScript basics, its evolution, and how to add scripts to web pages, using the DOM to create dynamic, interactive content.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments _
Multimedia presentation
- _ Classroom Activity
Comments _
Conduct a group debate where students research, prepare, and present arguments on a relevant topic, fostering critical thinking and public speaking skills.
- _ Demonstration
Comments _
Live Demos
- _ Discussion
Comments _
Classroom Discussion

- _ Lecture

Comments

Lectures on different topics

- _ Projects

Comments _

Website Building

- _ Written Exercises

Comments _

Written Assignments & Quizes

Equity Based Curriculum

- _ Methods of Instruction

Address _

The course accommodates various instructional methods. While traditional lectures can be effective, there is also the option to incorporate recorded content from online videos presented by various experts in the field, along with online articles written by numerous professionals.

- _ Assignments

Address _

The web design skills gained in this course are applicable in numerous fields. Assignments can be designed broadly, allowing students to apply these concepts in various settings.

- _ Typical Texts

Address _

Textbooks for the course can be optional, as there is a wealth of free online resources that both instructors and students can utilize.

- _ Other Materials Required of Students

Address _

PowerPoint presentations featuring interactive visuals and videos are available on Canvas.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text _

2. **Outcome Text**

Upon completion of CIS 59, the student should be able to build web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS)

with the foundation skills such as: text configurations, color configuration and page layout to create Web Sites with enhanced focus on design, accessibility and Web standards.

Requisites/Requisite Validation

Requisites

1. Requisite Type Recommended Course Preparation

Requisite Course CIS 50 - ~~Intro~~ Introduction to Computing ~~Info~~ Information ~~Tech~~ Technology (~~Historical~~ Active)

Comments

Skills Analysis

Requisite Course Objective(s)

- ~~Describe existing and emerging technologies and their impact on organizations and society;~~
~~Degree of Importance~~ - Not Necessary
- - ~~Describe and evaluate the development and use of information systems in business;~~
~~Degree of Importance~~ - Not Necessary
- - Solve common business problems using appropriate Information Technology applications and systems;
Degree of Importance _ Recommended

- Demonstrate familiarity with the computing environment, including the hardware, operating system, the user interface, and applications;
Degree of Importance - Required
- Demonstrate the possible solution(s) for simple business applications by applying productivity tools including, word processing, spreadsheets, databases, and presentation software;
~~Degree of Importance~~ - Recommended
- ~~- Investigate current issues in computer environments such as security, society and business ethics over the use of computer data, and organization of data processing resources within the organization; and~~
~~Degree of Importance~~ - Not Necessary
- Describe the capabilities, use, and characteristics of programming languages in a computer environment.
~~Degree of Importance~~ - Recommended

Catalog View **Recommended Course Preparation:** CIS 50 .

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
Weekly Chapter Test
Midterms
Finals
- Quizzes
Frequency
Weekly Quizzes
- Projects
Frequency .
Websites building
- Class Participation
Frequency
Weekly Dscussions

- Lab Activities
Frequency
[Weekly Labs](#)

Distance Education

Effective Term [Fall 2024](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [No](#)

Textbooks/Materials

Other ~~No~~ [Yes](#)

Textbook

1. Author(s) ~~Sasha~~ [Patrick](#) ~~Vodnik~~
Title - ~~HTML5 and CSS3~~ [M.](#), ~~Illustrated~~ [Carey](#). ~~Complete~~
Edition - ~~2st~~
Year - ~~2017~~
2. ~~Author(s) - Carey Patrick~~
Title ~~New Perspectives on HTML and CSS: Comprehensive~~ .
Edition ~~7th~~
~~Publisher~~ [8th](#) ~~Course~~ [Edition](#) ~~Technology~~
Year ~~2017~~ [2021](#)
3. Author(s) [Felke](#), ~~Terry~~ ~~Felke~~
Title ~~Web Development & Design Foundations with HTML5~~ .
Edition ~~8th~~ [9th Edition](#)
Publisher ~~Pearson~~
Year ~~2017~~ [2018](#)

4. Author(s) _ Ben Frain
Title _ Responsive Web Design with HTML5 and CSS
Edition _ 4th Edition
Publisher _ Packt Publishing
Year _ 2022

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

-

Other Learning Materials

1. Other _
Mobile storage device: flash drives, external hard drive, cloud storage
Access to the World Wide Web with any major Web browser

Codes and Dates

Course Codes

Originator ~~Fields, Debbie~~ _ Bhatia, Anita

Origination Date

~~07 10~~ /29/ ~~2021~~ 2024

Parent Course

CIS 59 - Web Dev: HTML/CSS/Javascript

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/20/2017~~
- State Approval
~~06/20/2017~~
- CC Approval
~~05/15/2017~~

Instructional Services

Effective Term ~~-Spring 2018~~ Fall 2026

Implementation Date

~~01/02/2018~~

-

03/25/2025

Course CB Codes

CB03: TOP Code

~~070720 -- Database Design and Administration~~

061430 - Website Design and Development

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Computer Information Systems 59

Web Dev: HTML/CSS/Javascript

Effective: Fall 2026

Catalog Description:

CIS 59 - Web Dev: HTML/CSS/Javascript

3.00 Units

This course will provide a fundamental understanding of the methods and techniques of developing a simple to moderately complex web site. Topics include: creating webpages with current standard webpage language (HTML), cascading style sheets (CSS), and Javascript. Exploration of incorporating images, audio/visual media, and interactive tools like forms and image maps. This course prepares apprentice Web developers to identify the information needs of a client, design appropriate WWW solutions, and implement them.

2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation: CIS 50.

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create basic web pages using hypertext markup language (HTML), cascading style sheets (CSS) and Javascript;
- B. Use an HTML editor, graphics image editor, and special effects applications to speed development of the web page tag code and enhance web page presentation;
- C. Discuss the role of web browsers, client side processing, server side processing;
- D. Using Javascript coding techniques to create interactive web pages, form validation;
- E. Use File Transfer capability to send web pages source code to a distant web server to maintain a web page.

Course Content:

Lab:

Hands-on lab assignment, such as:

1. Use a text editor to create a basic HTML file, organizing it with essential tags like `<html>`, `<head>`, `<body>`, and structured elements (headers, paragraphs, links), then display it in a browser to observe how code transforms into visual content.
2. Learn to style HTML elements with CSS by adjusting color, font, and layout through inline, embedded, and external style sheets, organizing CSS for consistent design across web pages.
3. Enhance web visuals with CSS borders, lines, various graphic types, and image elements, adjusting attributes like alt text, width, and height for optimized display.
4. Create a user-focused web layout with structured navigation and apply visual design principles for an appealing, intuitive experience.

5. Explore media embedding with audio, video, and plugins while understanding compatibility requirements and alternatives to Adobe Flash.
6. Learn JavaScript basics, its evolution, and how to add scripts to web pages, using the DOM to create dynamic, interactive content.

Lecture:

1. Introduction to the Internet and World Wide Web
 1. Networks
 2. Web pages and Web servers
 3. History of HTML
2. HTML Basics
 1. Using texteditor to enter HTML tags
 2. Structure of an HTML document
 3. Displaying an HTML file
3. Configuring Color and Text with CSS
 1. Overview of Cascading Style Sheets
 2. Inline CSS with the Style Attribute
 3. Embedded CSS with the Style Element
 4. Using External Style Sheets
4. Visual Elements and Graphics
 1. Configuring Lines and BordersL
 2. Types of Graphics
 3. Image Element
5. Web Design
 1. Design for Your Target Audience
 2. Website Organization
 3. Principles of Visual Design
6. Web Multimedia and Interactivity
 1. Plug-Ins, Containers, and Codecs
 2. Getting Started with Audio and Video
 3. Adobe Flash

7. JavaScript and jQuery
 1. Overview of JavaScript
 2. The Development of JavaScript
 3. Adding JavaScript to a Web Page
 4. Document Object Model Overview

Methods of Instruction:

1. Lecture - Lectures on different topics
2. Audio-visual Activity - Multimedia presentation
3. Classroom Activity - Conduct a group debate where students research, prepare, and present arguments on a relevant topic, fostering critical thinking and public speaking skills.
4. Demonstration - Live Demos
5. Discussion - Classroom Discussion
6. Projects - Website Building
7. Written Exercises - Written Assignments & Quizes
8. Classroom discussion
9. Computer demonstrations with overhead display panel
10. Discussion boards
11. Lab experience: hands-on lab assignments and web design projects
12. PowerPoint presentations
13. Read text and other supplemental sources (example, Internet sites)

Typical Assignments

- A. Other:
 1. Lecture
 1. Creating headings, paragraphs, and lists
 2. Adding Javascript to an HTML document
 2. Reading
 1. Read the chapter on Introducing Working with Fonts, Colors, and Graphics

2. Read the U.S. Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook Web Developer jobs
3. Hands-on lab assignment, such as:
 1. Use Notepad to create a HTML document
 2. Find web sites that explain HTML tags
 3. Find a web site and save and print its source code
 4. Upload your web page to a web host

Methods of Evaluating Student Progress

- A. Quizzes
 1. Weekly Quizzes
- B. Class Participation
 1. Weekly Discussions
- C. Lab Activities
 1. Weekly Labs
- D. Exams/Tests
 1. Weekly Chapter Test Midterms Finals
- E. Projects
 1. Websites building

Student Learning Outcomes

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

- A. Upon completion of CIS 59, the student should be able to build web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) with the foundation skills such as: text configurations, color configuration and page layout to create Web Sites with enhanced focus on design, accessibility and Web standards.
- B.

Textbooks (Typical):

Textbook:

1. Patrick M., Carey. *New Perspectives on HTML and CSS: Comprehensive..* 8th Edition ed., Cengage, 2021.
2. Felke, Terry *Web Development & Design Foundations with HTML5.* . 9th Edition ed., Pearson, 2018.
3. Ben Frain *Responsive Web Design with HTML5 and CSS.* 4th Edition ed., Packt Publishing, 2022.

Other Learning Materials:

1. Mobile storage device: flash drives, external hard drive, cloud storage Access to the World Wide Web with any major Web browser.

Other Materials Required of Students

Other Materials Required of Students:

1. Mobile storage device: flash drives, external hard drive, cloud storage.
2. Access to the World Wide Web with any major Web browser.



Course Modification: ENG 13B - The Craft of Writing Poetry: Intermediate

Course Modification: ENG 13B - The Craft of Writing Poetry: Intermediate (Launched - Implemented 02-18-2025)
compared with
ENG 13B - The Craft of Writing Poetry: Intermediate (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Reading and discussing poems from a range of cultures and time periods
2. Writing original work, following assignments that focus on various elements of poetry
3. Presenting original or published poems, in groups or to the whole class
4. Critiquing peers' poems, using information from the textbook and class discussion on elements of poetry

5. Attending public poetry events, writing responses to them, and participating in them
6. Learning the markets, rules, and etiquette for contacting publishers and submitting poetry for publication

Methods of Instruction

Check all that apply:

- Discussion
Comments
-
 - Guest Lecturers
Comments
-
 - Lecture
Comments
-
 - Student Presentations
Comments -
Oral presentation of student writing, Multi-media presentations
 - Written Exercises
Comments -
Written analysis of student writing
1. **Explain** -
~~Oral presentation of student writing~~
 2. **Explain**
Oral analysis and critique of student writing

Equity Based Curriculum

- DE Course Interaction

Explain Address

Written This analysis course of uses Canvas for instructor-student and student-student writing interaction, including workshopping poems online

- Typical Texts

Explain Address

Multi This course relies on curriculum that is culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African - media American, presentations Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth. It's poetry.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment _

Compare the images and structure used in Sylvia Plath's "Lady Lazarus" with those in Anne Sexton's "Her Kind," and interpret how each author subverts female stereotypes in her work.

2. Assignment Type Writing

Add Assignment _

Apply the concepts of the New Criticism and New Historicism to T.S. Eliot's "Preludes," and write a brief analysis of how the poem would be interpreted by followers of each school of thoughts.

3. Assignment Type - Other

Add Assignment

1. ~~Reading and analysis~~

- ~~1. Apply the concepts of the New Criticism and New Historicism to T.S. Eliot's "Preludes," and write a brief analysis of how the poem would be interpreted by followers of each school of thoughts.~~
- ~~2. Compare the images and structure used in Sylvia Plath's "Lady Lazarus" with those in Anne Sexton's "Her Kind," and interpret how each author subverts female stereotypes in her work.~~

2. ~~Writing and Performance~~

1. Perform an original sestina or sonnet for the class, modeling best practices for enunciation, rhythm, pacing, volume and posture.
2. Act as a Critique Lead in your classroom peer group, guiding classmates to engage in well-developed discussions of each others' work, taking elements of imagery, sound, form, and content into consideration and offering specific suggestions for revision.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of English 13B, the student will be able to demonstrate~~ Demonstrate knowledge of poetry publication markets and strategies.

2. Outcome Text

~~Upon completion of English 13B, the student will be able to write~~ Write poems in traditional and modern forms, demonstrating intermediate proficiency in
_ techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Student presentations:** _ Students will prepare and present on a topic being studied.
Frequency _
Weekly (informal) or 1-3 times per semester. At least one reading.
- **Other:**
Frequency
Final exam (class performance) 1 time per semester and weekly (informal) optional extra-credit class performances

Textbooks/Materials

Textbook

1. **Author(s)** Andrew Epstein
Title _ The Cambridge Introduction to American Poetry since 1945
Edition _ 1st
Publisher _ Cambridge University Press
Year _ 2023
2. **Author(s)** _ Dorianne Laux
Title _ Finger Exercises for Poets
Publisher _ W.W. Norton
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
3. **Author(s)** _ Donald Justice
Title _ Compendium: A Collection of Thoughts on Prosody.
Publisher _ Omnidawn Press
Year _ 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Most recent edition.
4. **Author(s)** _ John Frederick Nims
Title Western Wind: An Introduction to Poetry

Edition 6th

Publisher McGraw-Hill

Year ~~ISBN-13~~ 2017

5. ~~Author(s)~~ - Megan Peak

~~Title~~ - Girdom

~~Publisher~~ - Perugia Press

Year ~~2018~~ 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

~~An important full-length volume of 20th-century poetry~~

6. ~~Author(s)~~ - Harryette Mullen

~~Title~~ - Urban Tumbleweed: Notes From A Tanka Diary

~~Publisher~~ - Graywolf Press

~~Year~~ - 2013

~~Rationale for textbook older than 5 years.~~ (Most recent edition ;

~~Or considered classic, etc.)~~ Equivalent

~~Nationally recognized African-American writer~~ No

Other Materials Required of Students

v

1. Enter Required Material _

Documentation of submission to literary journals

General Education/Transfer Request

- 3 - Arts and Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date

~~11/10/20~~ 10/27/2020 2022

Proposal Type

~~New Course~~ ~~Course~~ Modification

Entry of Special Dates

•

•

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English 13B
The Craft of Writing Poetry: Intermediate
Effective: Fall 2026

Catalog Description:

ENG 13B - The Craft of Writing Poetry: Intermediate
3.00 Units

Continued practice in writing poetry, using materials drawn from published poetry and individual's own work for analysis and criticism, with a focus on techniques of revision and submission for publication.

3 Units Lecture

Prerequisite: ENG 13A with a minimum grade of C

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

English

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Analyze a variety of works by published poets, and synthesize information and styles from background knowledge of a wide range of published works
- B. Assess creative facility with image, metaphor and symbol, use of sound, and a variety of fixed forms
- C. Distinguish areas of critical revision as an essential part of the creative process, as shown by at least three revised drafts of works that contain substantive changes
- D. Apply the methods and protocol of written and verbal critique for creative writing, as evidenced by active participation in workshop groups, including written feedback on the work of each classmate in the group
- E. Demonstrate facility with oral presentation of original poetry, including knowledge of posture, volume, pacing, eye contact and enunciation
- F. Critique a given oral performance of poetry through evaluation of posture, volume, pacing, eye contact and enunciation
- G. Explain the current methods of manuscript submission and the markets for poetry
- H. Evaluate poetry orally and in writing, informed by developed skills of analysis and awareness of the range of choices available to the poet in both traditional and modern forms

Course Content:

1. Reading and discussing poems from a range of cultures and time periods
2. Writing original work, following assignments that focus on various elements of poetry
3. Presenting original or published poems, in groups or to the whole class
4. Critiquing peers' poems, using information from the textbook and class discussion on elements of poetry
5. Attending public poetry events, writing responses to them, and participating in them
6. Learning the markets, rules, and etiquette for contacting publishers and submitting poetry for publication

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Guest Lecturers -

4. Classroom Activity - In-class writing assignments
5. Student Presentations - Oral presentation of student writing, Multi-media presentations
6. Written Exercises - Written analysis of student writing
7. Oral analysis and critique of student writing

Typical Assignments

A. Reading:

Compare the images and structure used in Sylvia Plath's "Lady Lazarus" with those in Anne Sexton's "Her Kind," and interpret how each author subverts female stereotypes in her work.

B. Writing:

Apply the concepts of the New Criticism and New Historicism to T.S. Eliot's "Preludes," and write a brief analysis of how the poem would be interpreted by followers of each school of thoughts.

C. Other:

1. Perform an original sestina or sonnet for the class, modeling best practices for enunciation, rhythm, pacing, volume and posture.
2. Act as a Critique Lead in your classroom peer group, guiding classmates to engage in well-developed discussions of each others' work, taking elements of imagery, sound, form, and content into consideration and offering specific suggestions for revision.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 1-3 times per semester

B. Final Class Performance

1. End of semester

C. Quizzes

1. 2-5 times per semester

D. Portfolios

1. Once a semester (final project)

E. Oral Presentation

1. Weekly (informal) or 1-3 times per semester. At least one public reading.

F. Field Trips

1. 1-3 times per semester

G. Class Participation

1. Regularly/weekly

Student Learning Outcomes

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

- A. Demonstrate knowledge of poetry publication markets and strategies.
- B. Write poems in traditional and modern forms, demonstrating intermediate proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.

Textbooks (Typical):

Textbook:

1. Andrew Epstein *The Cambridge Introduction to American Poetry since 1945*. 1st ed., Cambridge University Press, 2023.
2. Dorianne Laux *Finger Exercises for Poets*. 1st ed., W.W. Norton, 2024.
3. Donald Justice *Compendium: A Collection of Thoughts on Prosody*. 1st ed., Omnidawn Press, 2017.
4. John Frederick Nims *Western Wind: An Introduction to Poetry*. 6th ed., McGraw-Hill, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Documentation of submission to literary journals .



Course Modification: ESL 100 - Beginning Spelling for English Language Learners

Course Modification: ESL 100 - Beginning Spelling for English Language Learners (Launched - Implemented 02-18-2025)

compared with

ESL 100 - Beginning Spelling for English Language Learners (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Beginning conventional spelling patterns
2. Beginning non-conventional spelling patterns
3. Beginning sound-spelling correspondence, including short and long vowel sounds, voiced and voiceless consonants

4. Homophones
5. Vocabulary from the 0-1000 most common word list
6. Guided dictionary practice with a learner's dictionary, including spelling, form and usage
7. Editing and correction of individual spelling mistakes
8. Vocabulary building through reading and writing
9. Vocabulary journal
10. Spelling through dictation, tests and quizzes

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments
[videos and graphics for sound/spelling correlation practice](#)
- Classroom Activity
Comments
[Small group and pair work for practicing spelling](#)
- Discussion
Comments
[Application of learned words into discussion](#)
- Individualized Instruction
Comments
[Based on a student L1 and other individualized needs analysis](#)

- Lab
Comments
[practice activities to apply learned spelling strategies](#)
- Lecture
Comments
[Explanation of spelling rules, etc.](#)
- Projects
Comments
[As appropriate](#)
- Student Presentations
Comments
[As appropriate](#)

Equity Based Curriculum

- Methods of Instruction
Address Many non-native English speakers experience challenges with spelling in English. This can be based on L1 interference, amongst many other factors. Despite often having mostly fluent control of English, spelling mistakes can affect how students are perceived academically and professionally. This course was created to address the needs of those students, especially focusing on individualized instruction to provide support where each student needs it.

Typical Assignments

Typical Assignments

1. Assignment Type [Other](#)
Add Assignment

1. Vocabulary Journal
 1. Keep a weekly journal of 5-10 new vocabulary words that you see or hear in your daily life. Create an entry for each word focused on spelling of the different forms.
2. Spelling Pattern Practice
 1. Analyze which spelling pattern is being used in new words: Conventional or Non-conventional
 2. List at least 5 words with the short a sound and 5 words with long a sound.
3. Dictionary Use
 1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary
4. Group Work
 1. As a group, using the flashcards for this chapter's vocabulary, quiz each other on each word's spelling.
5. Individual Work
 1. Identify your common spelling mistakes
 2. Write a short paragraph and edit your own spelling mistakes using a learner dictionary
6. Spelling quizzes
 1. Listen to the 10 words dictated by your teacher from your vocabulary list. Spell the words correctly and use them correctly in a sentence.
7. Presentations
 1. Give a 2 minute presentation with your partner describing a difficult spelling pattern, an easy way to remember it, and example words

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 100, the student should be able to correctly~~ Correctly identify sound-spelling correspondence of short and long vowel sounds.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 100, the student should be able to correctly~~ Correctly identify sound-spelling correspondence of voiced and voiceless consonants.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 100, the student should be able to correctly~~ Correctly spell commonly used words in English that follow conventional spelling patterns.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 100, the student should be able to correctly~~ Correctly spell commonly used words in English that follow non-conventional spelling patterns.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO)**: ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's~~

~~learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

- ~~• - **Online with the Flexible In-Person Component (OFI):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency **three Delivery modes Methods**

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~• **were Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ [No](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

~~At least 4 times per semester.~~

- - **Discussion board:** - ~~The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~

Frequency -

~~Weekly:~~ weekly

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

~~Weekly:~~ bi-weekly

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

~~At least 4 times per semester.~~

- - **Face-to-face meetings (partially online courses only):** - ~~Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.~~

Frequency -

~~A minimum of twice per semester when the course is offered in the OFI mode:~~ weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- - **Email:** - ~~Students will be encouraged to email each other to ask questions about the course, including assignments.~~

Frequency -

~~At least twice per semester.~~

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

~~Weekly.~~

- - **Group work:** - ~~Students will work in teams to complete group projects. The projects will then be shared with the rest minimum of the class.~~

Frequency -

~~At least twice per semester.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~Weekly.~~

- - **Group work:** - ~~Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.~~

Frequency -

~~At least twice per semester.~~ bi-weekly

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

~~Minimum~~ Quizzes of weekly ~~quizzes~~ or every other week ; and a minimum of ~~2~~ exams, including a one midterm and final : exam

- **Lecture Student presentations :** *Students will ~~attend~~ prepare ~~or~~ and ~~access synchronous or asynchronous lectures~~ present on ~~course~~ a ~~content~~ topic being studied.*

Frequency

~~Weekly: 1-2 individual or group presentations~~

- **Other:**

Frequency

~~A Vocabulary minimum of two Journal, either individual or group presentations.~~

- ~~- **Other:** -~~

~~Frequency -~~

~~Weekly classwork; weekly vocabulary journal, a minimum of 2 hours of homework weekly.~~

Textbooks/Materials

Textbook

1. Author(s) _ Natasha Attard
Title _ Spelling for Adults: A Practical Program to Improve Writing and Communication
Publisher _ Natasha Attard
ISBN-13 _ 9918959401
Year _ 2025
2. **Author(s)** Joann Rudling
Title Spelling Rules Workbook
Publisher CreateSpace Independent Publishing Platform
~~**ISBN-13** -~~
Year 2017
3. **Author(s)** Cheryl Lowe
Title Traditional Spelling Book 1 Student Book
Publisher Memoria Press
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
4. **Author(s)** Imogene Forte, Mary Ann Pangle, Marta Drayton
Title ESL Reading and Spelling: Games, Puzzles, and Inventive Exercises
Publisher Incentive Publications
Year 2001
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is an appropriate book for this class and level

5. **Author(s)** John J Fulford

Title The Complete Guide to English Spelling Rules

Publisher Astoria Press

Year 2012

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is an appropriate book for this class and level.

6. **Author(s)** Julie Howard

Title Academic Spelling Power

Publisher Cengage

Year 2006

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is an appropriate text for this class and level.

7. **Author(s)** Jenny Pearson

Title The Art of Spelling

Publisher Kivett Publishing

Year 2018

~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)**~~ -

8. **Author(s)** Matthew Glavach, Zoe Gillespie

Title SPELLING, GRADE 4+, FROM SOUNDS TO MEANING

Edition 1

Publisher Glavach & Associates

ISBN-13

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~07~~ 10 / ~~27~~ 31 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

ESL 100 - Beginning Spelling for English Language Learners

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/10/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~-Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 100

Beginning Spelling for English Language Learners

Effective: Fall 2025

Catalog Description:

ESL 100 - Beginning Spelling for English Language Learners

1.00 Units

This is a one semester beginning spelling class, designed to enable English language learners to recognize and use beginning sound/spelling patterns in English, develop an understanding of the sounds and symbols of English, including open/closed syllables, short and long vowel sounds, consonant and consonant cluster sounds, as well as the spelling of homophones and other problem words in everyday English. The course will also focus on basic dictionary skills to improve student autonomy.

1 Units Lecture

Course Grading: Pass/No Pass

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Correctly spell commonly used words in English that follow conventional spelling patterns
- B. Demonstrate understanding of the basic sound/symbol correspondence of written English
- C. Correctly spell commonly used words in English that follow non-conventional spelling patterns
- D. Use an English learner dictionary to master spelling and usage of new vocabulary
- E. Control spelling of the most common 0-1000 words in English

Course Content:

1. Beginning conventional spelling patterns
2. Beginning non-conventional spelling patterns
3. Beginning sound-spelling correspondence, including short and long vowel sounds, voiced and voiceless consonants
4. Homophones
5. Vocabulary from the 0-1000 most common word list
6. Guided dictionary practice with a learner's dictionary, including spelling, form and usage
7. Editing and correction of individual spelling mistakes
8. Vocabulary building through reading and writing
9. Vocabulary journal
10. Spelling through dictation, tests and quizzes

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for sound/spelling correlation practice
2. Classroom Activity - Small group and pair work for practicing spelling
3. Discussion - Application of learned words into discussion
4. Individualized Instruction - Based on a student L1 and other individualized needs analysis
5. Lab - practice activities to apply learned spelling strategies
6. Lecture - Explanation of spelling rules, etc.

7. Projects - As appropriate
8. Student Presentations - As appropriate

Typical Assignments

A. Other:

1. Vocabulary Journal

1. Keep a weekly journal of 5-10 new vocabulary words that you see or hear in your daily life. Create an entry for each word focused on spelling of the different forms.

2. Spelling Pattern Practice

1. Analyze which spelling pattern is being used in new words: Conventional or Non-conventional
2. List at least 5 words with the short a sound and 5 words with long a sound.

3. Dictionary Use

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary

4. Group Work

1. As a group, using the flashcards for this chapter's vocabulary, quiz each other on each word's spelling.

5. Individual Work

1. Identify your common spelling mistakes
2. Write a short paragraph and edit your own spelling mistakes using a learner dictionary

6. Spelling quizzes

1. Listen to the 10 words dictated by your teacher from your vocabulary list. Spell the words correctly and use them correctly in a sentence.

7. Presentations

1. Give a 2 minute presentation with your partner describing a difficult spelling pattern, an easy way to remember it, and example words

Methods of Evaluating Student Progress

A. Exams/Tests

1. A minimum of two major exams, a midterm and final

B. Quizzes

1. weekly or every other week
- C. Oral Presentation
 1. 1-2 individual or group presentations
- D. Class Participation
 1. Each class
- E. Class Work
 1. Each class
- F. Home Work
 1. A minimum of two hours weekly
- G. Vocabulary Journal, weekly

Student Learning Outcomes

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

- A. Correctly identify sound-spelling correspondence of short and long vowel sounds.
- B. Correctly identify sound-spelling correspondence of voiced and voiceless consonants.
- C. Correctly spell commonly used words in English that follow conventional spelling patterns.
- D. Correctly spell commonly used words in English that follow non-conventional spelling patterns.

Textbooks (Typical):

Textbook:

1. Natasha Attard *Spelling for Adults: A Practical Program to Improve Writing and Communication*. 1 ed., Natasha Attard, 2025.
2. Joann Rudling *Spelling Rules Workbook*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
3. Cheryl Lowe *Traditional Spelling Book 1 Student Book*. 1 ed., Memoria Press, 2018.
4. Imogene Forte, Mary Ann Pangle, Marta Drayton *ESL Reading and Spelling: Games, Puzzles, and Inventive Exercises*. 1 ed., Incentive Publications, 2001.
5. John J Fulford *The Complete Guide to English Spelling Rules*. 1 ed., Astoria Press, 2012.
6. Julie Howard *Academic Spelling Power*. 1 ed., Cengage, 2006.
7. Jenny Pearson *The Art of Spelling*. 1 ed., Kivett Publishing, 2018.
8. Matthew Glavach, Zoe Gillespie *SPELLING, GRADE 4+, FROM SOUNDS TO MEANING*. 1 ed., Glavach & Associates, 2017.



Course Modification: ESL 110 - Beginning Vocabulary Skills for English Language Learners

Course Modification: ESL 110 - Beginning Vocabulary Skills for English Language Learners (Launched - Implemented 02-18-2025)

compared with

ESL 110 - Beginning Vocabulary Skills for English Language Learners (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall 2020 2025

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. ~~Stems and affixes~~ Stems and affixes
2. ~~Dictionary skills~~ Dictionary skills
3. ~~Common abbreviations~~ Common abbreviations

4. Common beginning level collocations
5. ~~0-1000 most common word list, and word lists from assigned text~~ 0-1000 most common word list, and word lists from assigned text
6. ~~Word meaning and part of speech through context~~ Word meaning and part of speech through context
7. ~~Synonyms and antonyms~~ Synonyms and antonyms
8. ~~Vocabulary building through reading and writing~~ Vocabulary building through reading and writing
9. ~~Vocabulary journal~~ Vocabulary journal

Lab Content

- A. Using spelling patterns identified in previous units, apply spelling rules to the new vocabulary list.
- B. Analyze the sound-spelling correspondence in short and long vowel sounds.
- C. Present new vocabulary words to your partner using previously learned affixes.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
- Comments
- videos and graphics for analysis of vocabulary in authentic dialogue

- Classroom Activity
Comments
small group and pair work for practice
- Discussion
Comments
with small groups and pairs in order to apply learned vocabulary.
- Individualized Instruction
Comments
based on student needs
- Lab
Comments
for application of learned vocabulary
- Lecture
Comments
explanation of definitions, parts of speech, frequent and/or common usage, etc.
- Student Presentations
Comments
as needed

Equity Based Curriculum

- Course Content
Address
Accumulating an active and diverse vocabulary is essential for non-native English speakers. The average native English speaking adult comprehends, on average, between 20,000-35,000 words. Intermediate level non-native speakers, even after years of study, may comprehend around 2,000-4,000 words, similar to what an average 4-6 year old native speaker can control. Fluent, advanced non-native speakers may comprehend on average around 10,000 words.

Vocabulary growth and comprehension is one of the most difficult obstacles for non-native speakers. It truly is a life-long pursuit. This course was created to meet students where they are, and provide tools and strategies for vocabulary development.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. ~~Vocabulary Journal~~ Vocabulary Journal

1. Keep a weekly journal of 5-10 new vocabulary words, including collocations and abbreviations

2. Create an entry for each word focused on spelling, meaning, stem/s and affixes

2. Group Work

1. ~~Keep a weekly journal of 5-10 new vocabulary words, including collocations and abbreviations~~ Compose a paragraph with your using the targeted vocabulary from your list. Share your writing with the group next to you

3. ~~Create an entry for each word focused on spelling, meaning, stem/s and affixes~~ Individual Work

1. Write a paragraph using target vocabulary

2. Use a dictionary to edit your own word form and spelling mistakes

2. Assignment Type - Reading
Add Assignment -

Guess the meaning of the target words in the given text using learned strategies

3. Assignment Type - Other
Add Assignment -

1. ~~Dictionary Skills-~~ Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary.
2. Use a learner's dictionary to learn and apply common collocations in speaking and writing.

2. Presentations

1. ~~Use a learner's dictionary to master spelling, forms and usage of new vocabulary~~ Give a 2 minute presentation with your partner describing a stem or affix, an easy way to remember it, and example words
2. ~~Use a learner's dictionary to learn and apply common collocations in speaking and writing~~

1. ~~Group Work-~~

1. ~~Compose a paragraph with your using the targeted vocabulary from your list. Share your writing with the group next to you~~

2. Individual Work

1. Write a paragraph using target vocabulary
2. Use a dictionary to edit your own word form and spelling mistakes

3. Presentations

1. Give a 2 minute presentation with your partner describing a stem or affix, an easy way to remember it, and example words

4. Reading

1. Guess the meaning of the target words in the given text using learned strategies

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 110, the student should be able to correctly~~ Correctly use common beginning- level abbreviations.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 110, the student should be able to correctly~~ Correctly use common beginning- level collocations.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 110, the student should be able to correctly~~ Correctly use common beginning-level stems and affixes.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 110, the student should be able to correctly~~ Correctly use vocabulary from the 0-1000 most common word list.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.*

Explain why this course should be offered in Distance Education mode.

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. The In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- were Emergency evaluated Fully by Online the (EFO): full-time ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations

in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- - Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- - Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.

- Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Student presentations:** Students will prepare and present on a topic being studied.

- **Other:**

Frequency

Vocabulary journal, weekly

- **Other:**

Frequency

Weekly classwork; weekly vocabulary journal, a minimum of 2 hours of homework weekly; one hour weekly lab.

Textbooks/Materials

Textbook

1. Author(s) Benson E. Gabriel

Title Basic Vocabular Practice Workbook: Vocabulary Practice Workbook for All Ages and Skill Sets

Edition 1

Publisher Independently Published

ISBN-13 979-8393498467

Year 2023

2. **Author(s)** _ Eliza Comodromos, Paul Langan
Title Groundwork for a Better Vocabulary
Edition 5
Publisher Townsend Press
ISBN-13 -
Year 2019
3. **Author(s)** Emily Elliott, Jolene McConnell
Title English Reading and Vocabulary I
Edition 1
Publisher Cognella Academic Publishing
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
4. **Author(s)** Bryan Burchers, Sam Burchers Jr, Sam Burchers III
Title Vocabulary Cartoons, SAT Word Power: Learn Hundreds of SAT Words with Easy Memory Techniques
Edition 4
Publisher Bryan Burchers
Year 2013
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This book is appropriate for this class and level.
5. **Author(s)** Magoosh , Chris Lele
Title The Vocabulary Builder Workbook: Simple Lessons and Activities Over 1,400 Must-Know Words
Edition **Publisher** † Zephyros Press
6. **Author(s)** _ Sarah Retter
Title _ ENGLISH: LEARNING WITH ROOT WORDS
Publisher Zephyros UNITEXTO **Press** Digital Publishing.
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
7. **Author(s)** ~~Sarah Retter~~
Title - ~~ENGLISH: LEARNING WITH ROOT WORDS~~
Publisher - ~~UNITEXTO~~ ~~Digital Publishing~~
8. **Author(s)** - Liane Onish

Title Vocabulary Packets: Greek & Latin Roots

Edition _ 1

Publisher Scholastic

ISBN-13 _

Year 2010

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This book is appropriate for this class and level.

Or Equivalent _ No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~07~~ 10 / ~~27~~ 31 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

ESL 110 - Beginning Vocabulary Skills for English Language Learners

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06~~ 18 / ~~2019~~

- State Approval

~~06~~ 13 / ~~2019~~

- CC Approval

05/06/2019

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

-

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 110
Beginning Vocabulary Skills for English Language Learners
Effective: Fall 2025

Catalog Description:

ESL 110 - Beginning Vocabulary Skills for English Language Learners
1.00 Units

This is a beginning level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 0-1000 most common words in English, dictionary skills, and beginning morphology including prefixes, suffixes and roots.

1 Units Lecture

Course Grading: Pass/No Pass

Lecture Hours	18
Lab Hours	18
Inside of Class Hours	36
Outside of Class Hours	36

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Identify and correctly use common stems and affixes
- B. Assess new vocabulary for meaning in context using a variety of strategies
- C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
- D. Identify and use common abbreviations
- E. Identify and use new vocabulary from assigned text and the 0-1000 most common word list
- F. Compare and contrast new vocabulary with synonyms and antonyms at the beginning level
- G. Identify and use common collocations at the beginning level

Course Content:

Lab:

- A. Using spelling patterns identified in previous units, apply spelling rules to the new vocabulary list.
- B. Analyze the sound-spelling correspondence in short and long vowel sounds.
- C. Present new vocabulary words to your partner using previously learned affixes.

Lecture:

1. Stems and affixes
2. Dictionary skills
3. Common abbreviations
4. Common beginning level collocations
5. 0-1000 most common word list, and word lists from assigned text
6. Word meaning and part of speech through context
7. Synonyms and antonyms
8. Vocabulary building through reading and writing
9. Vocabulary journal

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue
2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs
5. Lab - for application of learned vocabulary
6. Lecture - explanation of definitions, parts of speech, frequent and/or common usage, etc.
7. Student Presentations - as needed

Typical Assignments

A. Writing:

1. Vocabulary Journal

1. Keep a weekly journal of 5-10 new vocabulary words, including collocations and abbreviations
2. Create an entry for each word focused on spelling, meaning, stem/s and affixes

2. Group Work

1. Compose a paragraph with your using the targeted vocabulary from your list. Share your writing with the group next to you

3. Individual Work

1. Write a paragraph using target vocabulary
2. Use a dictionary to edit your own word form and spelling mistakes

B. Reading:

Guess the meaning of the target words in the given text using learned strategies

C. Other:

1. Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary
2. Use a learner's dictionary to learn and apply common collocations in speaking and writing

2. Presentations

1. Give a 2 minute presentation with your partner describing a stem or affix, an easy way to remember it, and example words

Methods of Evaluating Student Progress

- A. Quizzes
 1. Weekly or bi-weekly
- B. Oral Presentation
 1. 1-2 individual or group presentations
- C. Class Participation
 1. Each class
- D. Class Work
 1. Each class
- E. Home Work
 1. Minimum of four hours weekly
- F. Lab Activities
 1. One hour weekly
- G. Exams/Tests
 1. A minimum of two major exams, a midterm and final
- H. Vocabulary journal, weekly

Student Learning Outcomes

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

- A. Correctly use common beginning- level abbreviations.
- B. Correctly use common beginning- level collocations.
- C. Correctly use common beginning-level stems and affixes.
- D. Correctly use vocabulary from the 0-1000 most common word list.

Textbooks (Typical):

Textbook:

1. Benson E. Gabriel *Basic Vocabular Practice Workbook: Vocabulary Practice Workbook for All Ages and Skill Sets*. 1 ed., Independently Published, 2023.
2. Eliza Comodromos, Paul Langan *Groundwork for a Better Vocabulary*. 5 ed., Townsend Press, 2019.
3. Emily Elliott, Jolene McConnell *English Reading and Vocabulary I*. 1 ed., Cognella Academic Publishing, 2018.
4. Bryan Burchers, Sam Burchers Jr, Sam Burchers III *Vocabulary Cartoons, SAT Word Power: Learn Hundreds of SAT Words with Easy Memory Techniques*. 4 ed., Bryan Burchers, 2013.
5. Magoosh , Chris Lele *The Vocabulary Builder Workbook: Simple Lessons and Activities Over 1,400 Must-Know Words*. 1 ed., Zephyros Press, 2018.
6. Sarah Retter *ENGLISH: LEARNING WITH ROOT WORDS*. 1 ed., UNITEXTO Digital Publishing , 2018.
7. Liane Onish *Vocabulary Packets: Greek & Latin Roots*. 1 ed., Scholastic , 2010.



Course Modification: ESL 115 - Intermediate Vocabulary Skills for English Language Learners

Course Modification: ESL 115 - Intermediate Vocabulary Skills for English Language Learners (Launched - Implemented 02-18-2025)

compared with

ESL 115 - Intermediate Vocabulary Skills for English Language Learners (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2026

Catalog Description

This is an intermediate level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 1000-2000 most common words in English, dictionary skills, and intermediate morphology including prefixes, suffixes and roots.

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Stems and affixes

2. Dictionary skills
3. Complex abbreviations
4. Intermediate level collocations
5. 1000-2000 most common word list, and word lists from assigned text
6. Word meaning and part of speech through context
7. Synonyms and antonyms
8. Vocabulary building through reading and writing
9. Vocabulary journal

Lab Content

- A. Evaluate the meaning of new vocabulary in context based on stem and affix knowledge.
- B. Distinguish synonyms and antonyms based on root and affix knowledge
- C. Read the short paragraph containing new vocabulary, answer comprehension questions, and report main ideas by applying vocabulary strategies learned in class.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments
videos and graphics for analysis of vocabulary in authentic dialogue
- Classroom Activity
Comments
small group and pair work for practice
- Discussion
Comments
with small groups and pairs in order to apply learned vocabulary
- Individualized Instruction
Comments
based on student needs
- _ Lab
Comments _
for application of learned vocabulary
- Lecture
Comments
explanation of definitions, parts of speech, frequent and/or common usage, etc.
- Student Presentations
Comments
as needed

Equity Based Curriculum

- _ Course Content
Address _

Accumulating an active and diverse vocabulary is essential for non-native English speakers. The average native English speaking adult comprehends, on average, between 20,000-35,000 words. Intermediate level non-native speakers, even after years of study, may comprehend around 2,000-4,000 words, similar to what an average 4-6 year old native speaker can control. Fluent, advanced non-native speakers may comprehend on average around 10,000 words.
Vocabulary growth and comprehension is one of the most difficult obstacles for non-native speakers. It truly is a life-long pursuit. This course was created to meet students where they are, and provide tools and strategies for vocabulary development.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
Add Assignment _

Guess the meaning of the 10 target words in the given text by applying your understanding of roots and affixes.

2. **Assignment Type** _ Writing
Add Assignment

1. Vocabulary Journal

1. Keep a weekly journal of 10-15 new stems and affixes

2. Create an entry for each word focused on spelling, meaning, example words, and sentences with the word/s in context

2. ~~Dictionary Skills~~

- ~~1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary from the chapter 1 reading.~~
- ~~2. Use a learner's dictionary to learn and apply verb/preposition collocations in speaking and writing~~

3. Group Work

1. Match the verbs and prepositions in these common collocations. Create example sentences for each collocation with your group.

4. Individual Work

1. Watch the short film on the topic from our textbook. Write a paragraph in response to the film using target vocabulary from the chapter.
2. Use a dictionary to edit your own word form and spelling mistakes.

3. [Assignment Type](#) - [Other](#) [Add Assignment](#) -

1.

Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary from the chapter 1 reading.

2. Use a learner's dictionary to learn and apply verb/preposition collocations in speaking and writing.

2. Presentations

1. Create a two minute conversation with your group demonstrating correct usage of ten collocations we studied in class.

1. Reading

1. ~~Guess the meaning of the 10 target words in the given text by applying your understanding of roots and affixes.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 115, the student should be able to correctly~~ Correctly use common intermediate- level abbreviations.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 115, the student should be able to correctly~~ Correctly use common intermediate- level collocations.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 115, the student should be able to correctly~~ Correctly use common intermediate-level stems and affixes.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

.. **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 115, the student should be able to correctly~~ Correctly use vocabulary from the 1000-2000 most common word list.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Read Critically** : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) ..

.. **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 231B - High-Beginning Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course ESL 131B - High-Beginning Reading and Writing(**Active Launched**)

Catalog View **Prerequisite:** NESL 231B with a minimum grade of P, or ESL 131B with a minimum grade of P Placement into intermediate ESL through the ESL assessment process. _

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (~~FO~~ EFO):** *_ Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online with the Flexible In-Person Component (~~OFI~~ EFO):** *_ Instruction taught involving regular and effective fully online interaction only that in takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use case of other an required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- - Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- - Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.
- - Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Student presentations:** _ Students will prepare and present on a topic being studied.
- **Other:**
Frequency _
Vocabulary journal, weekly
- **Other:**
Frequency
Weekly classwork; weekly vocabulary journal, a minimum of 4 hours of homework weekly.

Textbooks/Materials

Textbook

1. **Author(s)** Natasha Attard
Title _ Spelling High School Workbook Grades 9-10: Vocabulary and Writing Practice with Interactive Activities
Edition _ 1
Publisher _ Natasha Attard
ISBN-13 _ 978-9918958375
Year _ 2024
2. **Author(s)** _ Eliza Comodromos, Paul Langan
Title Improving Vocabulary Skills
Edition 5th

Publisher Townsend Press

~~ISBN-13~~ -

Year 2018

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

3. Author(s) Dennis Keen

Title Developing Vocabulary Skills

Edition 2nd

Publisher Heinle ELT

Year 1994

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Although it's quite old, this book contains level appropriate and meaningful stem and affix practice.

4. Author(s) Diane Draz

Title Red Hot Root Words: Mastering Vocabulary With Prefixes, Suffixes And Root Words (Book 2)

~~Edition~~ - 1st

Publisher Prufrock Press

Year 2005

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Textbook is level and content appropriate

5. Author(s) Emily Elliot, Jolene McConnell

Title English Reading and Vocabulary 1

Edition _ 1st

Publisher Cognella Academic Publishing

ISBN-13 _

Year 2018

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~07~~ 10 / ~~27~~ 31 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

ESL 115 - Intermediate Vocabulary Skills for English Language Learners

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~-Spring 2020~~ Fall 2026

Implementation Date

~~01/01/2020~~

-

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 115 Intermediate Vocabulary Skills for English Language Learners

Effective: Fall 2026

Catalog Description:

ESL 115 - Intermediate Vocabulary Skills for English Language Learners

1.00 Units

This is an intermediate level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 1000-2000 most common words in English, dictionary skills, and intermediate morphology including prefixes, suffixes and roots.

1 Units Lecture

Prerequisite: NESL 231B with a minimum grade of P, or ESL 131B with a minimum grade of P Placement into intermediate ESL through the ESL assessment process.

Course Grading: Pass/No Pass

Lecture Hours	18
Lab Hours	18
Inside of Class Hours	36
Outside of Class Hours	36

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and correctly use intermediate level stems and affixes
- B. Assess new vocabulary for meaning in context using a variety of strategies
- C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
- D. Identify and use increasingly complex abbreviations
- E. Identify and use new vocabulary from assigned text and the 1000-2000 most common word list
- F. Compare and contrast new vocabulary with synonyms and antonyms at the intermediate level
- G. Identify and use common collocations at the intermediate level

Course Content:

Lab:

- A. Evaluate the meaning of new vocabulary in context based on stem and affix knowledge.
- B. Distinguish synonyms and antonyms based on root and affix knowledge
- C. Read the short paragraph containing new vocabulary, answer comprehension questions, and report main ideas by applying vocabulary strategies learned in class.

Lecture:

- 1. Stems and affixes
- 2. Dictionary skills
- 3. Complex abbreviations
- 4. Intermediate level collocations
- 5. 1000-2000 most common word list, and word lists from assigned text
- 6. Word meaning and part of speech through context
- 7. Synonyms and antonyms
- 8. Vocabulary building through reading and writing

9. Vocabulary journal

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue
2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs
5. Lecture - explanation of definitions, parts of speech, frequent and/or common usage, etc.
6. Student Presentations - as needed
7. Lab - for application of learned vocabulary

Typical Assignments

A. Reading:

Guess the meaning of the 10 target words in the given text by applying your understanding of roots and affixes.

B. Writing:

1. Vocabulary Journal

1. Keep a weekly journal of 10-15 new stems and affixes
2. Create an entry for each word focused on spelling, meaning, example words, and sentences with the word/s in context

2. Group Work

1. Match the verbs and prepositions in these common collocations. Create example sentences for each collocation with your group.

3. Individual Work

1. Watch the short film on the topic from our textbook. Write a paragraph in response to the film using target vocabulary from the chapter.
2. Use a dictionary to edit your own word form and spelling mistakes.

C. Other:

1.

Dictionary Skills

1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary from the chapter 1 reading.
 2. Use a learner's dictionary to learn and apply verb/preposition collocations in speaking and writing
2. Presentations
1. Create a two minute conversation with your group demonstrating correct usage of ten collocations we studied in class.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. A minimum of two major exams, a midterm and final
- B. Quizzes
 1. Weekly or bi-weekly
- C. Oral Presentation
 1. 1-2 individual or group presentations
- D. Class Work
 1. Each class
- E. Home Work
 1. Minimum of four hours weekly
- F. Vocabulary journal, weekly

Student Learning Outcomes

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

- A. Correctly use common intermediate- level abbreviations.
- B. Correctly use common intermediate- level collocations.
- C. Correctly use common intermediate-level stems and affixes.
- D. Correctly use vocabulary from the 1000-2000 most common word list.

Textbooks (Typical):

Textbook:

1. Natasha Attard *Spelling High School Workbook Grades 9-10: Vocabulary and Writing Practice with Interactive Activities*. 1 ed., Natasha Attard, 2024.
2. Eliza Comodromos, Paul Langan *Improving Vocabulary Skills*. 5th ed., Townsend Press, 2018.
3. Dennis Keen *Developing Vocabulary Skills*. 2nd ed., Heinle ELT, 1994.
4. Diane Draze *Red Hot Root Words: Mastering Vocabulary With Prefixes, Suffixes And Root Words (Book 2)*. 1st ed., Prufrock Press, 2005.
5. Emily Elliot, Jolene McConnell *English Reading and Vocabulary 1*. 1st ed., Cognella Academic Publishing, 2018.

Course Modification: ESL 121A - Intermediate Reading and Writing

Course Modification: ESL 121A - Intermediate Reading and Writing (Launched - Implemented 02-18-2025)
compared with
ESL 121A - Intermediate Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting
3. revising
4. final draft

2. ~~Techniques for generating ideas~~ Techniques for generating ideas

1. ~~brainstorming~~ brainstorming
2. ~~listing~~ listing
3. ~~clustering~~ clustering
4. ~~freewriting~~ freewriting

3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
5. Paragraph development, including examples and explanation
6. Transition words and expressions
7. Techniques for self-editing, especially verb tense and form, word order and punctuation
8. Peer review, especially for organization and content

9. Writing paragraphs in response to an author's ideas

10. Journal writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences

2. Punctuation rules

3. Verb tense: simple present and past, present and past progressive, future, and present perfect

4. adjective and adverb clauses

3. Reading

1. Interactive reading strategies

1. activating background knowledge

2. recognizing words and phrases

3. guessing meaning from context

4. locating main idea and support

5. recognizing organizational strategies for identifying old and new information
6. answering questions from inferences
7. connecting reading and writing
8. anticipating author's intent
9. distinguishing fact and opinion
10. identifying cohesive devices and coherence
11. expressing opinions which may differ from the author's
12. increasing speed in processing written text

2. Reading process strategies

1. pre-reading
2. reading
3. post-reading

3. Scanning and skimming for specific information

4. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

5. Strategies for identifying non-text information

1. layout, spacing, indention, headings, graphs

6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs

7. Extensive reading (in and out of class)

8. Full-length text (fiction and non-fiction)

4. Vocabulary Development

1. vocabulary appropriate to this level, including grammar terminology

2. basic sound-spelling correspondence

3. guided practice with a learner's dictionary to identify correct part of speech and definition

4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments

5. Library/Research

1. Encyclopedias and e-reference for topical research
2. Basic source evaluation: author, title, date, publisher, city, type of source

Lab Content

- A. working in groups, identify important plot points and characters and explain their relevance to the text
- B. working in pairs, students will evaluate the organization and content of each other's writing samples
- C. working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- [_ Methods of Instruction](#)

[Address](#) _

[Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.](#)

- [_ Assignments](#)

[Address](#) _

[Care is taken to choose assignments that encourage and accept a diversity of viewpoints.](#)

Typical Assignments

Typical Assignments

1. **Assignment Type** [Reading](#)

[Add Assignment](#)

1. ~~Writing~~ [Discuss the purpose of the article from unit 1 with a small group](#)
2. [Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner](#)
3. [Identify the major plot points from chapter 3 in the intensive reading book and note the page number](#)

2. **Assignment Type** _ [Writing](#)

[Add Assignment](#) _

1. Plan and write a paragraph about an endangered species
2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
3. Revise and edit your composition
4. Write in your journal for one hour comparing the education system in the US to the education system in your native country

5. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

3. Assignment Type _

Add Assignment _

1. Grammar and Sentence Structure

1. Identify the dependent clauses in the following paragraph

2. Write 5 complex sentences using the present perfect verb tense

2. ~~Reading~~

1. ~~Discuss the purpose of the article from unit 1 with a small group~~

2. ~~Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner~~

3. ~~Identify the major plot points from chapter 3 in the intensive reading book and note the page number~~

3. Vocabulary

1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 121A, the student should be able to demonstrate~~ Demonstrate a low-intermediate ability to identify main ideas and supporting details in ~~level appropriate~~ level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of ESL 121A, the student should be able to produce~~ Produce an essay of three or more paragraphs that demonstrates level appropriate and
_ coherent writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 231B - High-Beginning Reading and Writing(**Active Launched**)

Skills Analysis

Requisite Course Objective(s)

- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Express independent ideas and opinions about everyday and learned subjects in writing
- Identify and correct errors in writing based on learned grammar and spelling
Degree of Importance - Required
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
Degree of Importance Recommended
- Scan for specific information in longer readings
Degree of Importance - Required
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
Degree of Importance - Required
- Use the library catalogue to identify and find print sources in the college library
Degree of Importance - Not Necessary
- Identify and label author, title and date for print sources from the college library
Degree of Importance - Not Necessary

2. Requisite Type Prerequisite

Methods of Evaluation

Please Explain

One holistically scored written final exam

Journal writing

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (~~FO~~ EFO):** *Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- - **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.*

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~were **Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is

recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [_ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [_ Modifying assignment time limits for students with accommodations.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ [No](#)

Textbooks/Materials

Textbook

1. [Author\(s\) _ Kristin Sherman](#)
[Title _ Reflect Reading & Writing 2](#)
[Edition _ 1](#)
[Publisher _ Heinle ELT](#)
[ISBN-13 _ 978-0357448557](#)
[Year _ 2021](#)
2. [Author\(s\) _ Laurie Blass, Mari Vargo, Kristin Sherman](#)
[Title _ Pathways Reading, Writing, and Critical Thinking 2](#)
[Edition _ 3](#)
[Publisher _ Heinle ELT](#)
[ISBN-13 _ 978-0357979747](#)
[Year _ 2024](#)
3. **Author(s)** Judith Miller, Robert Cohen
Title Longman Academic Reading Series 3 with Essential Online Resources
Edition 1st

Publisher Pearson Education

~~ISBN-13~~ -

Year 2016

4. **Author(s)** Judy Miller, Robert Cohen

Title Longman Academic Reading Series 3: Reading Skills for College

~~Edition~~ - 1st

Publisher Pearson Education

~~ISBN-13~~ -

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** Colin S. Ward, Margot F. Gramer

Title Q:Skills for Success Reading and Writing 3

Edition 2nd

Publisher Oxford University Press

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

6. **Author(s)** Jane Goodall

Title My Life With The Chimpanzees

Edition - 1st

Publisher Aladdin Paperbacks

Year 1996

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent edition; text is level appropriate and still relevant based on content.

7. **Author(s)** Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams

Title Blueprints 1: Composition Skills for Academic Writing

Edition 1st

Publisher Houghton Mifflin Company

Year 2002

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent edition published in 2002; content still relevant.

8. **Author(s)** Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher Pearson Education ESL

[ISBN-13](#) _

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

9. Author(s) Chris Gallagher

Title Writing in English is Easy!

Edition 1

Publisher Create Space Independent Publishing Platform

[ISBN-13](#) _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

This course has a GE component [No](#)

Codes and Dates

Course Codes

Origination Date

~~09 10 / 21~~ [31 / 2020](#) [2024](#)

Parent Course

[ESL 121A - Intermediate Reading and Writing](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

01/28/2019

- CC Approval

12/03/2018

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08 02 / 15 18 / 2019~~ 2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 121A Intermediate Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 121A - Intermediate Reading and Writing

6.00 Units

This is the first semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in ESL 120A and 121A, and 123 or 126.

6 Units Lecture

Prerequisite: NESL 231B with a minimum grade of P, or ESL 131B with a minimum grade of Pass Placement through ESL assessment process

Course Grading: Pass/No Pass

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Discipline:

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- C. Express independent ideas and opinions on topics of general interest as well as on learned topics
- D. Identify and correct errors in a paragraph based on learned grammar and spelling
- E. Demonstrate spelling accuracy of learned academic vocabulary
- F. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- G. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- H. Identify and interpret devices used for coherence and cohesion
 - I. Scan for specific information
- J. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- K. Read a variety of authentic texts with sufficient understanding
 - L. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- M. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- N. Use e-reference and encyclopedias in the college library
- O. Identify basic information from source (author, title, date, publisher, city, type of source)

Course Content:

Lab:

- A. working in groups, identify important plot points and characters and explain their relevance to the text
- B. working in pairs, students will evaluate the organization and content of each other's writing samples
- C. working in pairs, students will identify and correct errors in their own writing samples

Lecture:

1. Writing

1. Steps in the writing process

- 1. prewriting
- 2. drafting
- 3. revising
- 4. final draft

2. Techniques for generating ideas

- 1. brainstorming
- 2. listing
- 3. clustering
- 4. freewriting

3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions

4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

5. Paragraph development, including examples and explanation

6. Transition words and expressions

7. Techniques for self-editing, especially verb tense and form, word order and punctuation

8. Peer review, especially for organization and content

9. Writing paragraphs in response to an author's ideas

10. Journal writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences

2. Punctuation rules

3. Verb tense: simple present and past, present and past progressive, future, and present perfect

4. adjective and adverb clauses

3. Reading

1. Interactive reading strategies
 1. activating background knowledge
 2. recognizing words and phrases
 3. guessing meaning from context
 4. locating main idea and support
 5. recognizing organizational strategies for identifying old and new information
 6. answering questions from inferences
 7. connecting reading and writing
 8. anticipating author's intent
 9. distinguishing fact and opinion
 10. identifying cohesive devices and coherence
 11. expressing opinions which may differ from the author's
 12. increasing speed in processing written text
 2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning and skimming for specific information
 4. Sentence deconstruction to aid in reading comprehension
 1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 5. Strategies for identifying non-text information
 1. layout, spacing, indention, headings, graphs
 6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
 7. Extensive reading (in and out of class)
 8. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. vocabulary appropriate to this level, including grammar terminology
 2. basic sound-spelling correspondence
 3. guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments

5. Library/Research

1. Encyclopedias and e-reference for topical research
2. Basic source evaluation: author, title, date, publisher, city, type of source

Methods of Instruction:

1. Individualized Instruction - working one-on-one with students during the editing process, for example
2. Discussion - small group discussion about a reading, for example
3. Projects - create a group presentation about the life of Jane Goodall, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Research - complete a library research project, for example
6. Audio-visual Activity - playing a recording of a text while students read it, for example
7. Lab - working with a partner to complete peer review, for example
8. Lecture - short, interactive lectures
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Discuss the purpose of the article from unit 1 with a small group
2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner
3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number

B. Writing:

1. Plan and write a paragraph about an endangered species
2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
3. Revise and edit your composition
4. Write in your journal for one hour comparing the education system in the US to the education system in your native country
5. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

C. Other:

1. Grammar and Sentence Structure

1. Identify the dependent clauses in the following paragraph
 2. Write 5 complex sentences using the present perfect verb tense
2. Vocabulary
1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 3-6, not including a separate reading and writing final
- B. Quizzes
 1. 3-6
- C. Research Projects
 1. one library project
- D. Papers
 1. 3-6, including in and out of class writing
- E. Class Participation
 1. daily
- F. Class Work
 1. daily
- G. Home Work
 1. minimum of 12 hours
- H. Lab Activities
 1. one hour per week
- I. One holistically scored written final exam Journal writing

Student Learning Outcomes

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

- A. Demonstrate a low-intermediate ability to identify main ideas and supporting details in level appropriate texts.

- B. Produce an essay of three or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

1. Kristin Sherman *Reflect Reading & Writing 2*. 1 ed., Heinle ELT, 2021.
2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 2*. 3 ed., Heinle ELT, 2024.
3. Judith Miller, Robert Cohen *Longman Academic Reading Series 3 with Essential Online Resources*. 1st ed., Pearson Education, 2016.
4. Judy Miller, Robert Cohen *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education, 2014.
5. Colin S. Ward, Margot F. Gramer *Q:Skills for Success Reading and Writing 3*. 2nd ed., Oxford University Press, 2014.
6. Jane Goodall *My Life With The Chimpanzees*. 1st ed., Aladdin Paperbacks, 1996.
7. Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams *Blueprints 1: Composition Skills for Academic Writing*. 1st ed., Houghton Mifflin Company, 2002.
8. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.
9. Chris Gallagher *Writing in English is Easy!*. 1 ed., Create Space Independent Publishing Platform, 2016.



Course Modification: ESL 121B - High-Intermediate Reading and Writing

Course Modification: ESL 121B - High-Intermediate Reading and Writing (Launched - Implemented 02-18-2025)
compared with
ESL 121B - High-Intermediate Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. final draft

2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions

3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

4. Paragraph development, including examples and explanation

5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.

6. Techniques for self-editing, especially verb tense and form, word order and punctuation

7. Peer review

8. Write to different audiences: peers, teacher, general

9. Journal writing

2. Grammar and Sentence Structure

1. simple, compound, complex and compound-complex sentences

2. punctuation rules

3. Verb tense:all
4. dependent clause structure: adjective, adverb, and noun clauses
5. real conditionals, unreal conditionals and perfect modals

3. Reading

1. Interactive reading strategies

1. activating background knowledge, especially knowledge from previous readings
2. recognizing words and phrases
3. recognizing learned rhetorical patterns
4. ~~answering questions by making inferences~~ answering questions by making inferences
5. ~~guessing meaning from context~~ guessing meaning from context
6. ~~locating main idea and support~~ locating main idea and support
7. ~~recognizing organizational strategies for identifying old and new information~~ recognizing organizational strategies for identifying old and new information
8. ~~answering questions from inferences~~ answering questions from inferences

9. ~~connecting reading and writing~~ connecting reading and writing
10. ~~anticipating author's intent~~ anticipating author's intent
11. ~~distinguishing fact, opinion and inference~~ distinguishing fact, opinion and inference
12. ~~identifying cohesive devices and coherence identifying the author's purpose, and audience~~ identifying cohesive devices and coherence identifying the author's purpose, and audience
13. ~~discuss aspects of style, tone, and point of view~~ discuss aspects of style, tone, and point of view
14. ~~expressing opinions which may differ from the author's~~ expressing opinions which may differ from the author's
15. ~~increasing speed in processing written text~~ increasing speed in processing written text

2. Reading process strategies

1. pre-reading
2. reading
3. post-reading

3. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
5. Respond to the ideas of various authors presented in class.
6. Extensive Reading (in and out of class)
7. Full-length text (fiction and non-fiction)

4. Vocabulary Development

1. ~~recognize and understand vocabulary appropriate to this level, including grammar terminology~~ recognize and understand vocabulary appropriate to this level, including grammar terminology.
2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments

5. Library/Research

1. Websites for topic research in library
2. Source evaluation (author, title, date, publisher, type of source)
3. MLA Works Cited

Lab Content

- A. working in groups, identify important plot points and characters and compare them to current events
- B. working in pairs, students will evaluate thesis and related topic sentences from each other's writing samples
- C. working in pairs, students will identify and correct errors in their use of adjective clauses in each other's writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.
- Assignments
Address _
Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. Writing Discuss the audience and purpose of the article from unit 2 with a small group
2. Paraphrase the quote from paragraph two in reading one from the class text
3. Describe one inference you can discern from the first paragraph in reading two

2. Assignment Type - Writing

Add Assignment -

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

3. Assignment Type -

Add Assignment -

1. Grammar and Sentence Structure

1. Identify the noun clauses in the following paragraph

2. Write 5 sentences about the extensive reading text which include adjective clauses

2. Reading

- ~~1. Discuss the audience and purpose of the article from unit 2 with a small group~~
- ~~2. Paraphrase the quote from paragraph two in reading one from the class text~~
- ~~3. Describe one inference you can discern from the first paragraph in reading two~~

3. Vocabulary

1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 121B, the student should be able to demonstrate~~ Demonstrate a high- ~~beginning~~ intermediate ability to identify main ideas and supporting details in level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of ESL 121B, the student should be able to produce~~ **Produce** an essay of four or more paragraphs that demonstrates level appropriate and
_ coherent writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 221A - Intermediate Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course ESL 121A - Intermediate Reading and Writing(**Active Launched**)

Catalog View **Prerequisite:** [NESL 221A with a minimum grade of P, or ESL 121A with a minimum grade of P Placement through ESL assessment process](#) .

Methods of Evaluation

Please Explain

Journals

Holistically scored written final exam

Distance Education

Effective Term [Fall 2026](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- - **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.*

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~were **Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is

recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

Textbooks/Materials

Textbook

1. Author(s) _ Kristin Sherman
Title _ Reflect Reading & Writing 2
Edition _ 1
Publisher _ Heinle ELT
ISBN-13 _ 978-0357448557
Year _ 2021
2. Author(s) _ Laurie Blass, Mari Vargo, Kristin Sherman
Title _ Pathways Reading, Writing, and Critical Thinking 2
Edition _ 3
Publisher _ Heinle ELT
ISBN-13 _ 978-0357979747
Year _ 2024
3. Author(s) Pearson
Title Oxford American Dictionary for Learners of English
Edition - 1st

Publisher Oxford University Press

~~ISBN-13~~ -

~~Year~~ - 2014

4. **Author(s)** Debra Daise, Charl Norloff

Title Q:Skills for Success Reading and Writing 4

Edition 2nd

Publisher Oxford University Press

~~ISBN-13~~ -

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** Judy Miller, Robert Cohen

Title Longman Academic Reading Series 3: Reading Skills for College

Publisher Pearson Education ESL

Year _ 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

6. **Author(s)** Russell Freedman

Title Eleanor Roosevelt: A Life of Discovery

Edition 1st

Publisher Clarion Books

Year 1997

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition; level appropriate and still relevant based on historical content

7. **Author(s)** Kathleen Krull

Title Leonardo da Vinci (Giants of Science)

Edition _ 1st

Publisher Puffin Books

Year 2008

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition; level appropriate and still relevant based on historical content.

8. **Author(s)** Alice Oshima, Ann Hogue

Title Longman Academic Writing Series 3: Paragraphs to Essays

Edition 4th

Publisher Pearson Education ESL

[ISBN-13](#) _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

9. Author(s) Chris Gallagher

Title Writing in English is Easy!

Edition 1

Publisher Create Space Independent Publishing Platform

[ISBN-13](#) _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

This course has a GE component [No](#)

Codes and Dates

Course Codes

Origination Date

~~09~~ [10](#) / ~~21~~ [31](#) / ~~2020~~ [2024](#)

Parent Course

[ESL 121B - High-Intermediate Reading and Writing](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/28/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

-

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 121B High-Intermediate Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 121B - High-Intermediate Reading and Writing 6.00 Units

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in ESL 120B and 121B, and 123 or 126.

6 Units Lecture

Prerequisite: NESL 221A with a minimum grade of P, or ESL 121A with a minimum grade of P Placement through ESL assessment process

Course Grading: Pass/No Pass

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Discipline:

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- C. Express real conditions consistently, with some errors
- D. Express unreal conditions and use modals with emerging accuracy
- E. Identify and correct errors in a paragraph based on learned grammar and spelling
- F. Contribute constructive comments in the peer editing process
- G. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- H. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
 - I. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- J. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- K. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- L. Summarize and paraphrase short texts, with emerging accuracy
- M. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- N. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- O. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- P. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Q. Use websites to research information about a specific topic in the college library and create a works cited page
- R. Identify source (author, title, date, publisher, type of source) and evaluate reliability

Course Content:

Lab:

- A. working in groups, identify important plot points and characters and compare them to current events
- B. working in pairs, students will evaluate thesis and related topic sentences from each other's writing samples
- C. working in pairs, students will identify and correct errors in their use of adjective clauses in each other's writing samples

Lecture:

1. Writing

1. Steps in the writing process

- 1. prewriting
- 2. drafting
- 3. revising
- 4. final draft

2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions

3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

4. Paragraph development, including examples and explanation

5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.

6. Techniques for self-editing, especially verb tense and form, word order and punctuation

7. Peer review

8. Write to different audiences: peers, teacher, general

9. Journal writing

2. Grammar and Sentence Structure

1. simple, compound, complex and compound-complex sentences

2. punctuation rules

3. Verb tense:all

4. dependent clause structure: adjective, adverb, and noun clauses

5. real conditionals, unreal conditionals and perfect modals

3. Reading

1. Interactive reading strategies

1. activating background knowledge, especially knowledge from previous readings
 2. recognizing words and phrases
 3. recognizing learned rhetorical patterns
 4. answering questions by making inferences
 5. guessing meaning from context
 6. locating main idea and support
 7. recognizing organizational strategies for identifying old and new information
 8. answering questions from inferences
 9. connecting reading and writing
 10. anticipating author's intent
 11. distinguishing fact, opinion and inference
 12. identifying cohesive devices and coherence identifying the author's purpose, and audience
 13. discuss aspects of style, tone, and point of view
 14. expressing opinions which may differ from the author's
 15. increasing speed in processing written text
2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Sentence deconstruction to aid in reading comprehension
 1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
 5. Respond to the ideas of various authors presented in class.
 6. Extensive Reading (in and out of class)
 7. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. recognize and understand vocabulary appropriate to this level, including grammar terminology
 2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
 3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
 5. Library/Research

1. Websites for topic research in library
2. Source evaluation (author, title, date, publisher, type of source)
3. MLA Works Cited

Methods of Instruction:

1. Lab - working with a partner to complete peer review, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Discussion - small group discussion about a reading, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Lab - short, interactive lectures
6. Projects - create a group presentation comparing the life of Eleanor Roosevelt to a modern first lady, for example
7. Research - complete a library research project, for example
8. Individualized Instruction - working one-on-one with students during the editing process, for example
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Discuss the audience and purpose of the article from unit 2 with a small group
2. Paraphrase the quote from paragraph two in reading one from the class text
3. Describe one inference you can discern from the first paragraph in reading two

B. Writing:

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

C. Other:

1. Grammar and Sentence Structure
 1. Identify the noun clauses in the following paragraph
 2. Write 5 sentences about the extensive reading text which include adjective clauses

2. Vocabulary

1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

Methods of Evaluating Student Progress

- A. Research Projects
 1. one library project
- B. Quizzes
 1. 3-6
- C. Exams/Tests
 1. 3-6, not including a separate reading and writing final
- D. Papers
 1. 3-6, including in and out of class writing
- E. Class Participation
 1. daily
- F. Class Work
 1. daily
- G. Home Work
 1. minimum of 12 hours
- H. Lab Activities
 1. one hour per week
- I. Journals Holistically scored written final exam

Student Learning Outcomes

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

- A. Demonstrate a high-intermediate ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

1. Kristin Sherman *Reflect Reading & Writing 2*. 1 ed., Heinle ELT, 2021.
2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 2*. 3 ed., Heinle ELT, 2024.
3. Pearson *Oxford American Dictionary for Learners of English*. 1st ed., Oxford University Press, 2014.
4. Debra Daise, Charl Norloff *Q:Skills for Success Reading and Writing 4*. 2nd ed., Oxford University Press, 2015.
5. Judy Miller, Robert Cohen *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
6. Russell Freedman *Eleanor Roosevelt: A Life of Discovery*. 1st ed., Clarion Books, 1997.
7. Kathleen Krull *Leonardo da Vinci (Giants of Science)*. 1st ed., Puffin Books, 2008.
8. Alice Oshima, Ann Hogue *Longman Academic Writing Series 3: Paragraphs to Essays*. 4th ed., Pearson Education ESL , 2016.
9. Chris Gallagher *Writing in English is Easy!*. 1 ed., Create Space Independent Publishing Platform, 2016.



Course Modification: ESL 130A - Beginning Grammar for Reading and Writing

Course Modification: ESL 130A - Beginning Grammar for Reading and Writing (Launched - Implemented 02-16-2025)

compared with

ESL 130A - Beginning Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, object)
3. Word Order (simple and compound sentences; adjectives and adverbs)
4. Verbs

1. Verb Tense

1. Simple present, simple past, and present progressive/continuous

2. Verb Types

1. Linking, intransitive, transitive, action, and non-action

3. Verb Forms

1. Base, simple past, past participle, present participle of verbs on the "0-500 Most Frequently Used Words" list

5. Modals

1. Affirmative and negative of present and past ability

6. Word forms

1. Forms of nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list

7. Pronouns

1. Subject, object, possessive

8. Articles

1. Indefinite and definite articles

9. Prepositional phrases

1. Especially high frequency prepositions of place and time

10. Dictionary

1. Use of an English language learner dictionary to find significant information about a word

11. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.
- Assignments
Address _
Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading
Add Assignment
 1. ~~Writing~~ Complete ~~Tasks~~ cloze exercises with either random or specific deletions

2. Find and copy five sentences with the target grammar from one essay in the extensive reading book
3. Change the verb tense in a paragraph and change the adverbial signals as appropriate
4. Identify and correct errors in a sample reading passage
5. Identify the definite and indefinite articles in a passage and discuss the reasons for each
6. Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage

2. Assignment Type - Writing
Add Assignment -

1. Write five true sentences about yourself with the verb "be" followed by either an adjective, a noun phrase, or a prepositional phrase
2. Write five true sentences about someone you know well. Tell about the person's daily life. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency such as always, usually, or often
3. Write five true sentences about someone you know well. Tell about things the person did last week. Do not use a pronoun as the subject of the sentence Use appropriate adverb expressions of time
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

1. Reading/Analysis Tasks

1. ~~Complete cloze exercises with either random or specific deletions~~

2. ~~Find and copy five sentences with the target grammar from one essay in the extensive reading book~~
3. ~~Change the verb tense in a paragraph and change the adverbial signals as appropriate~~
4. ~~Identify and correct errors in a sample reading passage~~
5. ~~Identify the definite and indefinite articles in a passage and discuss the reasons for each~~
6. ~~Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 130A, the student should be able to name~~ Name the parts of speech, the parts of a basic sentence (subject, verb, object), types of _ sentences: simple and compound, and common phrases (noun phrase, prepositional phrase).

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 130A, the student should be able to distinguish~~ Distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 130A, the student should be able to produce~~ Produce the verb forms (base form, past form, past participle, and present participle) for the
_ verbs on the list of most common 0-500 words.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 130A, the student should be able to select~~ Select the correct verb tense (simple present, simple past, present progressive and future)
_ for the verbs on the list of the most common 0-500 word list, especially the irregular verbs.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- **Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

This

Emergency course Delivery should Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~be **Emergency offered Fully Online (EFO):** _ taught fully online only in *Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the an closure of campus emergency.* *This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.*~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

~~Student-Student Interaction~~

~~Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)~~

- ~~- **Class discussion board:** - Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.~~

~~Frequency -~~

~~Weekly.~~

- - **Group-work:** - ~~Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.~~
Frequency -
~~At least twice per semester.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency
 Weekly :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
 Weekly :

Textbooks/Materials

Textbook

1. **Author(s)** _ [Sandra N. Elbaum](#)
Title _ [Grammar in Context 2](#)
Edition _ [seventh](#)
Publisher _ [National Geographic Learning](#)
ISBN-13 _ [978-0-357-14024-6](#)
Year _ [2024](#)
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [Yes](#)
2. **Author(s)** Sandra Elbaum
Title Grammar in Context Basic

Edition 6

Publisher Cengage

~~ISBN-13 -~~

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

-

~~Or Equivalent - No~~

3. **Author(s)** Marjorie Fuchs, Margaret Bonner

Title Grammar Express Basic With Answer Key

~~Edition - 1~~

~~Publisher~~ Pearson Education, Inc

~~Year - 2004~~

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This textbook includes all required grammar from the course objectives.

4. **Author(s)** Marjorie Fuchs, Margaret Bonner

Title Grammar Express Basic Workbook

Publisher Pearson Education ESL

Year - 2004

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This book should be used in conjunction with Grammar Express Basic to provide practice activities.

5. **Author(s)** Marliyn Marquis, Sarah Nielsen

Title One World Many Voices Our Cultures

Edition - 1

Publisher Wingspan Press

Year 2010

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Provides level appropriate reading materials for grammar analysis.

6. **Author(s)** Raymond Murphy

Title Basic Grammar in Use Student's Book with Answers and Interactive eBook

Edition 4

Publisher Cambridge University Press

ISBN-13 _

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 10 / 27 24 / 2021~~ 2024

Parent Course

ESL 130A - Beginning Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08 02 / 15 16 / 2019~~ 2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 130A Beginning Grammar for Reading and Writing

Effective: Fall 2025

Catalog Description:

ESL 130A - Beginning Grammar for Reading and Writing 3.00 Units

This is the first semester of a one-year course in beginning grammar for academic purposes designed to enable students to understand and use English accurately, meaningfully and appropriately. The course focuses on the connection between vocabulary and grammar, simple and compound sentences, phrases, verb forms, and verb tenses, especially simple present, simple past, and present progressive. Students are advised to enroll concurrently in ESL 130A and 131A, and 133 or 136.

3 Units Lecture

Enrollment Limitation: Placement through the ESL assessment process.

Course Grading: Pass/No Pass

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Name, use, and spell basic grammar terminology
- B. Distinguish subject, verb, and object in simple and compound sentences
- C. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
- D. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
- E. Comprehend and use non-action/stative verbs
- F. Identify verbs in a sentence as linking, intransitive, or transitive
- G. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
- H. Comprehend and use basic modals and verbal expressions to express ability in the present and past
 - I. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
 - J. Comprehend and use high frequency prepositions
- K. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, the part of speech, the type of noun, the type of verb, multiple word forms, and definition/s

Course Content:

- 1. Parts of Speech
- 2. Basic parts of a sentence (subject, verb, object)
- 3. Word Order (simple and compound sentences; adjectives and adverbs)
- 4. Verbs
 - 1. Verb Tense
 - 1. Simple present, simple past, and present progressive/continuous
 - 2. Verb Types

1. Linking, intransitive, transitive, action, and non-action
3. Verb Forms
 1. Base, simple past, past participle, present participle of verbs on the "0-500 Most Frequently Used Words" list
5. Modals
 1. Affirmative and negative of present and past ability
6. Word forms
 1. Forms of nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
7. Pronouns
 1. Subject, object, possessive
8. Articles
 1. Indefinite and definite articles
9. Prepositional phrases
 1. Especially high frequency prepositions of place and time
10. Dictionary
 1. Use of an English language learner dictionary to find significant information about a word
11. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of simple past tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple present and present progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

- A. Reading:

1. Complete cloze exercises with either random or specific deletions
2. Find and copy five sentences with the target grammar from one essay in the extensive reading book
3. Change the verb tense in a paragraph and change the adverbial signals as appropriate
4. Identify and correct errors in a sample reading passage
5. Identify the definite and indefinite articles in a passage and discuss the reasons for each
6. Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage

B. Writing:

1. Write five true sentences about yourself with the verb "be" followed by either an adjective, a noun phrase, or a prepositional phrase
2. Write five true sentences about someone you know well. Tell about the person's daily life. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency such as always, usually, or often
3. Write five true sentences about someone you know well. Tell about things the person did last week. Do not use a pronoun as the subject of the sentence Use appropriate adverb expressions of time
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Methods of Evaluating Student Progress

A. Home Work

1. Approximately 6 hours per week

B. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

C. Quizzes

1. Minimum of every other week

D. Class Work

1. Weekly

Student Learning Outcomes

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

- A. Name the parts of speech, the parts of a basic sentence (subject, verb, object), types of sentences: simple and compound, and common phrases (noun phrase, prepositional phrase).

- B. Distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.
- C. Produce the verb forms (base form, past form, past participle, and present participle) for the verbs on the list of most common 0-500 words.
- D. Select the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-500 word list, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Sandra N. Elbaum *Grammar in Context 2*. seventh ed., National Geographic Learning , 2024.
2. Sandra Elbaum *Grammar in Context Basic*. 6 ed., Cengage, 2016.
3. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic With Answer Key*. 1 ed., Pearson Education, Inc, 2004.
4. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic Workbook*. 1 ed., Pearson Education ESL , 2004.
5. Marliyn Marquis, Sarah Nielsen *One World Many Voices Our Cultures*. 1 ed., Wingspan Press, 2010.
6. Raymond Murphy *Basic Grammar in Use Student's Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2017.



Course Modification: ESL 131A - Beginning Reading and Writing

Course Modification: ESL 131A - Beginning Reading and Writing (Launched - Implemented 02-26-2025)
compared with
ESL 131A - Beginning Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

TOTALS

Calculations

Lecture Hours	<u>108</u>
Lab Hours	<u>18</u>
Inside of Class Hours	<u>126</u>
Outside of Class Hours	<u>216</u>

Course Content

Lecture Content

1. Reading

1. Interactive reading exercises for:

1. activating background knowledge
2. identifying cohesive devices
3. recognizing words and phrases
4. locating main idea(s)
5. guessing meaning from context
6. inferencing
7. increasing reading speed

2. Reading process strategies

1. pre-reading
2. reading
3. post-reading

3. Scanning

4. Skimming

5. Sentence deconstruction to aid reading comprehension

1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

6. Strategies for interpreting non-text information

1. layout, spacing, indentation, headings, graphs

7. Extensive Reading (in and out of class)

8. Full-length text (fiction or non-fiction)

2. ~~Vocabulary Development~~ Vocabulary Development

1. Recognize and understand vocabulary appropriate to this level

2. Use of a dictionary to identify correct part of speech and definition

3. Writing

1. ~~Recognize and understand vocabulary appropriate to this level~~ Steps in the writing process

1. prewriting
2. ~~Use of a dictionary to identify correct part of speech and definition~~ drafting
3. revising
4. final draft

2. Techniques for generating ideas

1. listing
2. diagramming
3. freewriting

3. Narrative, informational, and descriptive paragraphs

4. Topic sentences
5. Explanation and support
6. Transition words and expressions
7. Techniques for self-editing

8. Journal writing

4. Sentence Structure

1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
2. basic sound-spelling correspondence
3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks).

5. Library/Research

1. Library tour and basic library vocabulary.

- **Writing**

1. **Steps in the writing process**

1. **prewriting**
2. **drafting**
3. **revising**

4. final draft

2. Techniques for generating ideas

1. listing

2. diagramming

3. freewriting

3. Narrative, informational, and descriptive paragraphs

4. Topic sentences

5. Explanation and support

6. Transition words and expressions

7. Techniques for self-editing

8. Journal writing

- Sentence Structure

1. ~~Simple and compound sentences in simple present, present progressive, simple future, and simple past~~
 2. ~~basic sound-spelling correspondence~~
 3. ~~capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)~~
- ~~Library/Research~~
 1. ~~Library tour and basic library vocabulary~~

Lab Content

- A. working in groups, students will discuss and answer questions about reading samples
- B. working in pairs, students will review and critique each other's writing samples
- C. working in pairs, students will identify and correct errors in writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction

Address

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

- Assignments

Address

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Writing~~

1. ~~Plan and write a paragraph about the benefits of learning English~~
2. ~~Plan and write a paragraph introducing a family member~~
3. ~~Revise and edit your paragraph about your family member based on your instructor's comments~~
4. ~~Write in your journal for thirty minutes about your hobby~~

2. ~~Sentence Structure~~

1. ~~Write 10 simple sentences about your weekend~~
2. ~~Identify the subject and verb in the following sentences.~~

3. **Reading**

1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following comprehension questions about the attached article, "How to Be Happy"

2. **Assignment Type** - Writing

Add Assignment -

1. Plan and write a paragraph about the benefits of learning English
2. Plan and write a paragraph introducing a family member
3. Revise and edit your paragraph about your family member based on your instructor's comments
4. Write in your journal for thirty minutes about your hobby.

3. **Assignment Type** - Other

Add Assignment -

1. Sentence Structure

1. Write 10 simple sentences about your weekend
2. Identify the subject and verb in the following sentences.

2. Vocabulary

1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 131A, the student should be able to demonstrate~~ Demonstrate a low-beginning ability to identify main ideas and supporting details in ~~levelappropriate~~ level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of ESL 131A, the student should be able to produce~~ Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Requisite Type Enrollment Limitation

Non Course Requirements

– Appropriate skill level demonstrated through the ESL assessment process

Requisite Validation Multiple Measures

Catalog View **Enrollment Limitation:** Appropriate skill level demonstrated through the ESL assessment process.

Methods of Evaluation

Please Explain

~~Journal~~

Holistically scored written final exam

Journal

Distance Education

Effective Term [Fall 2026](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- - **Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.~~
- - **Partially Online:** ~~Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings [emergency](#).~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO~~

~~mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~were~~ Emergency evaluated Fully by Online the (EFO): full-time ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

Textbooks/Materials

Textbook

1. Author(s) Laurie Blass, Mari Vargo, Kristin Sherma
Title Pathways Reading, Writing, and Critical Thinking 1
Edition 3
Publisher Heinle ELT
ISBN-13 978-0357979563
Year 2024
2. Author(s) Elizabeth Bottcher
Title Longman Academic Reading Series 1: Reading Skills for College
Edition 1st
Publisher Pearson Education
~~ISBN-13~~ -

Year 2016

3. **Author(s)** Jennifer Bixby, Joe McVeigh

Title Q: Skills for Success Reading and Writing Intro

Edition 2nd

Publisher Oxford University Press

Year 2015

4. **Author(s)** Ann Hogue

Title Longman Academic Writing Series 1: Sentences to Paragraphs

Edition 3rd

Publisher Pearson Education ESL

Year 2016

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

5. **Author(s)** George E Sullivan

Title Lewis and Clark

Edition 1st

Publisher Scholastic

Year 2000

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is the most recent version of this book. It is level appropriate for ESL 131A and still relevant as it is a historical text.

6. **Author(s)** Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher Pearson Education ESL

[ISBN-13](#) _

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

This course has a GE component [No](#)

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~21~~ 31 / ~~2020~~ 2024

Parent Course

ESL 131A - Beginning Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08~~ 02 / ~~15~~ 26 / ~~2019~~ 2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 131A

Beginning Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 131A - Beginning Reading and Writing

6.00 Units

This is the first semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in ESL 131A and 130A, and 133 or 136.

6 Units Lecture

Enrollment Limitation: Appropriate skill level demonstrated through the ESL assessment process.

Course Grading: Pass/No Pass

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Read a variety of authentic texts with adequate understanding
- B. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- C. Understand non-text information (charts, graphs)
- D. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- E. scan to find specific information in a text
- F. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- G. Express limited independent ideas and opinions about everyday subjects in writing
- H. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
 - I. Identify and correct errors in writing based on learned grammar and spelling
 - J. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- K. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- L. Understand basic library terminology and navigate the college library

Course Content:

Lab:

- A. working in groups, students will discuss and answer questions about reading samples
- B. working in pairs, students will review and critique each other's writing samples
- C. working in pairs, students will identify and correct errors in writing samples

Lecture:

- 1. Reading
 - 1. Interactive reading exercises for:

1. activating background knowledge
 2. identifying cohesive devices
 3. recognizing words and phrases
 4. locating main idea(s)
 5. guessing meaning from context
 6. inferencing
 7. increasing reading speed
2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning
 4. Skimming
 5. Sentence deconstruction to aid reading comprehension
 1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 6. Strategies for interpreting non-text information
 1. layout, spacing, indentation, headings, graphs
 7. Extensive Reading (in and out of class)
 8. Full-length text (fiction or non-fiction)
2. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level
 2. Use of a dictionary to identify correct part of speech and definition
3. Writing
 1. Steps in the writing process
 1. prewriting
 2. drafting
 3. revising
 4. final draft
 2. Techniques for generating ideas
 1. listing

2. diagramming
3. freewriting
3. Narrative, informational, and descriptive paragraphs
4. Topic sentences
5. Explanation and support
6. Transition words and expressions
7. Techniques for self-editing
8. Journal writing
4. Sentence Structure
 1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
 2. basic sound-spelling correspondence
 3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)
5. Library/Research
 1. Library tour and basic library vocabulary

Methods of Instruction:

1. Projects - create a poster about Albert Einstein's life, for example
2. Lecture - short, interactive lectures
3. Audio-visual Activity - playing a recording of a text while students read it, for example
4. Individualized Instruction - working one-on-one with students during the editing process, for example
5. Student Presentations - group presentations about a researched topic, for example
6. Discussion - small-group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following comprehension questions about the attached article, "How to Be Happy"

B. Writing:

1. Plan and write a paragraph about the benefits of learning English
2. Plan and write a paragraph introducing a family member
3. Revise and edit your paragraph about your family member based on your instructor's comments
4. Write in your journal for thirty minutes about your hobby

C. Other:

1. Sentence Structure

1. Write 10 simple sentences about your weekend
2. Identify the subject and verb in the following sentences.

2. Vocabulary

1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3-6, not including a separate reading and writing final

B. Quizzes

1. 3-6

C. Research Projects

1. one library project

D. Papers

1. 3-6, including in and out of class writing

E. Class Participation

1. daily

F. Class Work

1. daily

G. Home Work

1. minimum of 12 hours

H. Lab Activities

1. one hour of lab per week

I. Holistically scored written final exam Journal

Student Learning Outcomes

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

- A. Demonstrate a low-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

1. Laurie Blass, Mari Vargo, Kristin Sherma *Pathways Reading, Writing, and Critical Thinking 1*. 3 ed., Heinle ELT, 2024.
2. Elizabeth Bottcher *Longman Academic Reading Series 1: Reading Skills for College*. 1st ed., Pearson Education, 2016.
3. Jennifer Bixby, Joe McVeigh *Q: Skills for Success Reading and Writing Intro*. 2nd ed., Oxford University Press, 2015.
4. Ann Hogue *Longman Academic Writing Series 1: Sentences to Paragraphs*. 3rd ed., Pearson Education ESL , 2016.
5. George E Sullivan *Lewis and Clark*. 1st ed., Scholastic, 2000.
6. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.



Course Modification: ESL 131B - High-Beginning Reading and Writing

Course Modification: ESL 131B - High-Beginning Reading and Writing (Launched - Implemented 02-18-2025)
compared with
ESL 131B - High-Beginning Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting
3. revising
4. final draft

2. Techniques for generating ideas

1. brainstorming
2. listing
3. clustering
4. freewriting

3. Narrative, informational, descriptive and opinion paragraphs

4. Topic and concluding sentences

5. Explanation and a variety of support

6. Transition words and expressions to connect ideas in the ~~paragraph~~ paragraph

7. ~~Techniques for self-editing especially verb tense and verb form, word order, and punctuation~~ Techniques for self-editing especially verb tense and verb form, word order, and punctuation

8. Journal Writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences
2. Rules for capitalization and basic punctuation
3. Verb tense: simple present, simple past, present progressive and future

3. Vocabulary Development

1. Recognize and understand vocabulary appropriate to this level, including grammar terminology
2. Basic sound-spelling correspondence
3. Guided practice with a learner's dictionary to identify correct part of speech and definition
4. Vocabulary building through context clues, and reading and writing practice

4. Library/Research

1. library catalogue: locate and identify titles and authors

Lab Content

- A. working in groups, students will discuss and answer questions about reading samples
- B. working in pairs, students will review and critique each other's writing samples
- C. working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- _ Methods of Instruction
Address _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.
- _ Assignments
Address _
Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type [Reading](#)

[Add Assignment](#)

1. [Skim the reading from unit 2 and outline the main ideas from each paragraph](#)
2. [Select an appropriate book from the Extensive Reading Library and read for 30 minutes](#)
3. [Answer the following questions about the article "How do colors affect us?"](#)
- 4.

2. [Assignment Type](#) - Writing

[Add Assignment](#) -

1. Plan and write a paragraph describing three characteristics of a successful student
2. Revise and edit your paragraph based on your teacher's comments
3. Write one page in your journal describing a toy you remember from your childhood.

3. [Assignment Type](#) - [Other](#)

[Add Assignment](#) -

1. Grammar and Sentence Structure

1. Identify the types of sentences in the following paragraph

2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book

2. Reading

1. ~~Skim the reading from unit 2 and outline the main ideas from each paragraph~~
2. ~~Select an appropriate book from the Extensive Reading Library and read for 30 minutes~~
3. ~~Answer the following questions about the article "How do colors affect us?"~~

3. Vocabulary

1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 131B, the student should be able to demonstrate~~ Demonstrate a high-beginning ability to identify main ideas and supporting details in ~~level appropriate~~ level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of ESL 131B, the student should be able to produce~~ Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent
_ writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 231A - Beginning Reading and Writing([Active](#) [Launched](#))

2. Requisite Type Prerequisite

Requisite Course ESL 131A - Beginning Reading and Writing([Active](#) [Launched](#))

Methods of Evaluation

Please Explain

Holistically scored written final exam

Journals

Distance Education

Effective Term [Fall 2026](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (~~F~~ ~~O~~ ~~E~~ ~~F~~ ~~O~~):** *~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered*

~~through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.~~

- ~~• - **Partially Online:** Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency **three Delivery modes Methods**

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~• **were Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

Textbooks/Materials

Textbook

1. Author(s) _ Laurie Blass, Mari Vargo, Kristin Sherman
Title _ Pathways Reading, Writing, and Critical Thinking 1
Edition _ 3
Publisher _ Heinle ELT
ISBN-13 _ 978-0357979563
Year _ 2024
2. **Author(s)** Kim Sanabria
Title Longman Academic Reading Series 2: Reading Skills for College
Edition 1st
Publisher Pearson Education ESL
ISBN-13 -
Year 2016
3. **Author(s)** Joe McVeigh, Jennifer Bixby
Title Q:Skills for Success Reading and Writing 2
Edition 2nd
Publisher Oxford University Press
Year 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
4. **Author(s)** Deborah Hopkinson
Title Who Was Charles Darwin
Edition - 1st
Publisher - Grosset and Dunlap
Year 2005
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition printed in 2005; level appropriate and is still relevant based on historical context.
5. **Author(s)** Kate Boehm Jerome
Title Who Was Amelia Earhart
Edition _ 1st
Publisher _ Grosset and Dunlap
Year 2002
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition published in 2002; level appropriate and still relevant based on content.

6. Author(s) Ann Hogue

Title Longman Academic Writing Series 2: Paragraphs

Edition 3rd

~~Publisher - Pearson Education-ESL~~

Year 2016

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~

7. Author(s) Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher - Pearson Education ESL

ISBN-13 -

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -

Or Equivalent - No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~09 10 / 21~~ 31 / 2020 2024

Parent Course

ESL 131B - High-Beginning Reading and Writing.

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/18/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for English as a Second Language 131B

High-Beginning Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 131B - High-Beginning Reading and Writing

6.00 Units

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in ESL 131B and 130B, and ESL 133 or 136.

6 Units Lecture

Prerequisite: NESL 231A with a minimum grade of P, or ESL 131A with a minimum grade of P Placement through ESL assessment process

Course Grading: Pass/No Pass

Lecture Hours	108
Lab Hours	18
Inside of Class Hours	126
Outside of Class Hours	216

Discipline:

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- B. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- C. Interpret non-text information (diagrams, charts, etc.) to support comprehension
- D. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- E. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- F. Express independent ideas and opinions about everyday and learned subjects in writing
- G. Identify and correct errors in writing based on learned grammar and spelling
- H. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
 - I. Scan for specific information in longer readings
- J. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- K. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
 - L. Use the library catalogue to identify and find print sources in the college library
- M. Identify and label author, title and date for print sources from the college library

Course Content:

Lab:

- A. working in groups, students will discuss and answer questions about reading samples
- B. working in pairs, students will review and critique each other's writing samples

C. working in pairs, students will identify and correct errors in their own writing samples

Lecture:

1. Writing

1. Steps in the writing process

1. prewriting
2. drafting
3. revising
4. final draft

2. Techniques for generating ideas

1. brainstorming
2. listing
3. clustering
4. freewriting

3. Narrative, informational, descriptive and opinion paragraphs

4. Topic and concluding sentences

5. Explanation and a variety of support

6. Transition words and expressions to connect ideas in the paragraph

7. Techniques for self-editing especially verb tense and verb form, word order, and punctuation

8. Journal Writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences

2. Rules for capitalization and basic punctuation

3. Verb tense: simple present, simple past, present progressive and future

3. Vocabulary Development

1. Recognize and understand vocabulary appropriate to this level, including grammar terminology

2. Basic sound-spelling correspondence

3. Guided practice with a learner's dictionary to identify correct part of speech and definition

4. Vocabulary building through context clues, and reading and writing practice

4. Library/Research

1. library catalogue: locate and identify titles and authors

Methods of Instruction:

1. Audio-visual Activity - playing a recording of a text while students read it, for example
2. Individualized Instruction - working one-on-one with students during the editing process, for example
3. Student Presentations - group presentation about a researched topic, for example
4. Lecture - short, interactive lectures
5. Projects - create a poster about Charles Darwin, for example
6. Discussion - small group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Skim the reading from unit 2 and outline the main ideas from each paragraph
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following questions about the article "How do colors affect us?"

B. Writing:

1. Plan and write a paragraph describing three characteristics of a successful student
2. Revise and edit your paragraph based on your teacher's comments
3. Write one page in your journal describing a toy you remember from your childhood.

C. Other:

1. Grammar and Sentence Structure
 1. Identify the types of sentences in the following paragraph
 2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
 3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book
2. Vocabulary
 1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 3-6, not including a separate reading and writing final
- B. Quizzes
 - 1. 3-6
- C. Research Projects
 - 1. one library project
- D. Papers
 - 1. 3-6 including in and out of class writing
- E. Class Participation
 - 1. daily
- F. Class Work
 - 1. daily
- G. Home Work
 - 1. minimum of 12 hours
- H. Lab Activities
 - 1. one hour per week
- I. Holistically scored written final exam Journals

Student Learning Outcomes

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

- A. Demonstrate a high-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

- 1. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking* 1. 3 ed., Heinle ELT, 2024.

2. Kim Sanabria *Longman Academic Reading Series 2: Reading Skills for College*. 1st ed., Pearson Education ESL , 2016.
3. Joe McVeigh, Jennifer Bixby *Q:Skills for Success Reading and Writing 2*. 2nd ed., Oxford University Press, 2015.
4. Deborah Hopkinson *Who Was Charles Darwin*. 1st ed., Grosset and Dunlap, 2005.
5. Kate Boehm Jerome *Who Was Amelia Earhart*. 1st ed., Grosset and Dunlap, 2002.
6. Ann Hogue *Longman Academic Writing Series 2: Paragraphs*. 3rd ed., Pearson Education ESL , 2016.
7. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.



Course Modification: MKTG 56 - Marketing Strategies

Course Modification: MKTG 56 - Marketing Strategies (Launched - Implemented 02-19-2025)
compared with
MKTG 56 - Marketing Strategies (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. The future of marketing including demographic changes, environmental uncertainties, technology, and global competition
 1. Broad demographics definitions and buying habits
 1. Age
 2. Socio-economic

3. Culture

2. Sustainable competitive advantage

1. Customer loyalty

2. Location

3. Human resources

4. Trade secret, patent, copyright

5. Branding

2. Factors impacting successful advertising, promotions, and publicity

1. Setting communication objectives

1. Criteria for evaluation and use

2. Measuring effectiveness

2. Principles of awareness and calls to action

3. Communication methods

4. Branding

3. Legal and ethical issues in retail strategies, branding, promotions, and visual communications

1. Children

2. Generations

3. Psychological manipulation

4. Privacy concerns and responsibilities

5. Truth in advertising

4. Customer Service

1. Distinguish between exceptional customer service and less than adequate customer service

2. Find moments for exceptional customer service

3. Demonstrate skills that meet customer needs, provide ongoing support, and service recovery

5. Introduction to online marketing and social media

1. Social media marketing and the use of social media platforms and tools when developing personal and organizational branding.
2. Understand the listening and social aspects of social media
3. Online and traditional media integration
4. Finding your personal or organizational tone and voice
5. Creation of a social media marketing plan

Methods of Instruction

Check all that apply:

- Discussion
Comments
[1 per week](#)
- Guest Lecturers
Comments
[1 per semester](#)
- Lecture
Comments
[Daily](#)

- Written Exercises

Comments

Weekly Case studies

1. Current events
2. Best practices

1. Explain _

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship. Showcase examples from multiple perspectives and backgrounds.

Equity Based Curriculum

- _ Methods of Instruction

Address _

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship. Showcase examples from multiple perspectives and backgrounds.

- _ Typical Texts

Address _

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

Typical Assignments

Typical Assignments

1. Assignment Type Project
Add Assignment

1. ~~Analysis of current events and trends in marketing (i.e. Wall Street Journal, Fortune, AMA, local business section.)~~ Project to develop a social media marketing plan

1. Overall strategy, concept, sustainable competitive advantages, and brand voice

2. Excel calendar template for 30-day content calendar

3. A completed multi-page social media marketing plan

2. ~~Application of class learning's to personal experience:~~

2. Assignment Type - Other

Add Assignment -

-

1. Group discussion on class learning's to personal experience and role-playing.

3. Assignment Type - Writing

Add Assignment -

1. ~~Project to develop a social media marketing plan~~ Application of class learning's to personal experience.

1. ~~Overall Analysis strategy, of concept, sustainable current competitive advantages, events and brand trends~~ voice
2. ~~Excel calendar template for 30-day content calendar~~
3. ~~A completed multi-page social media in marketing plan (i.e. WallStreetJournal, Fortune, AMA, local business section).~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of MKTG 56, the student will be able to apply~~ **Apply** customer service principles to retain and grow customer loyalty through recognized
_ consistent systematic improvement processes and use of social media.

2. **Outcome Text**

~~Upon completion of MKTG 56, the student will be able to compare~~ **Compare** the tools and techniques used to create and enhance profitable customer service
_ experiences in the traditional and digital sales environment.

3. **Outcome Text**

~~Upon completion of MKTG 56, the student will be able to create~~ **Create** effective online marketing strategies and campaigns, and employ free web analytics tools
_ to track and measure success.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

2 per semester

- Projects

Frequency

1 per semester

- Class Participation

Frequency

8 per semester

- Class Work

Frequency

8 per semester

- Home Work

Frequency

8 per semester

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

Explain why this course should be offered in Distance Education mode.

It is a class on online marketing.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply).

- - Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- - Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- - Formatting and coding to make tables accessible for screen readers.
- - Exploratory links.
- - Proper color contrast.
- - Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.
- - Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. ~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor. ~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor- must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply).

- - **Email:** - *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency -
Weekly
- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
Bi-weekly
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Weekly
- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*

Frequency _

Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- _ **Class discussion board:** _ *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency _

Bi-weekly

- _ **Group work:** _ *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency _

2 per semester

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- _ **Class discussion board:** _ *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency _

Bi-weekly

- _ **Group work:** _ *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency _

2 times per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency *2 per semester*
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency *2 per semester*
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency *Bi-weekly*
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency *1 per semester*

Textbooks/Materials

Textbook

1. Title Social Media Marketing
Edition ~~3rd~~ 4th
Year ~~2018~~ 2021
2. Title MARKETING STRATEGY
Edition ~~7th~~ 8th
Year ~~2017~~
3. **Author(s)** - Alan Dib
Title - ~~The 1-page Marketing Plan~~
Publisher - ~~Page-2~~
Year - ~~2018~~
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
4. **Author(s)** - Brian DeHaaff
Title - ~~Lovability~~
Edition - ~~1st~~

~~Publisher - Greenleaf Book Group Press~~

~~ISBN-13 -~~

~~Year - 2017~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~

~~Or Equivalent - No 2021~~

5. Author(s) Ted Kinni

Title Be Our Guest

~~Edition - 1~~

Publisher Disney Editions

~~ISBN-13 -~~

Year 2011

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

~~Up Used to date; study industry the leader~~

~~Or growth Equivalent of No Disney over the years that is evergreen and can still be applied to marketing today.~~

Other Materials Required of Students

v

1. ~~Enter Required Material -~~

~~Access to business publications such as the Wall Street Journal, Fortune~~

2. ~~Enter Required Material -~~

~~Access to trade publications for a student's interest area.~~

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
- Transfers to CSU
New Request ~~Yes~~ No
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
New Request ~~Yes~~ No
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
New Request ~~Yes~~ No
Already approved unsubstantial change ~~No~~ Yes
- Transfers to CSU
New Request ~~Yes~~ No
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~01 02 / 04 18 / 2019~~ 2025

Parent Course

MKTG 56 - Marketing Strategies

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval

06/10/2019

- CC Approval

05/06/2019

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2026

Implementation Date

~~01/01/2020~~

02/19/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Marketing 56 Marketing Strategies

Effective: Fall 2026

Catalog Description:

MKTG 56 - Marketing Strategies

3.00 Units

Current marketing trends, strategies, and techniques. Introduction to online and social media marketing. The promotional process and techniques in the development of effective content creation and branding. Advanced theories, principles, and practices of customer service, customer loyalty, and the customer experience.

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Business, or Marketing, or Management

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Identify and describe the history and development of marketing today
- B. Explain the future of business marketing including demographic changes, environmental uncertainties, technology, and global competition
- C. Analyze the factors relating to successful advertising, promotions, and publicity for various media platforms
- D. Distinguish between exceptional customer service and less than adequate customer service
- E. Demonstrate skills that meet customer needs, provide ongoing support, and service recovery
- F. Practice steps retailers or service providers take to improve customer service
- G. Evaluate social media networks and use with personal and company branding
- H. Creation of a social media marketing plan
 - I. Synthesize all lessons learned across both traditional and internet business models

Course Content:

1. The future of marketing including demographic changes, environmental uncertainties, technology, and global competition
 1. Broad demographics definitions and buying habits
 1. Age
 2. Socio-economic
 3. Culture
 2. Sustainable competitive advantage
 1. Customer loyalty
 2. Location
 3. Human resources
 4. Trade secret, patent, copyright
 5. Branding
2. Factors impacting successful advertising, promotions, and publicity
 1. Setting communication objectives
 1. Criteria for evaluation and use
 2. Measuring effectiveness

2. Principles of awareness and calls to action
3. Communication methods
4. Branding
3. Legal and ethical issues in retail strategies, branding, promotions, and visual communications
 1. Children
 2. Generations
 3. Psychological manipulation
 4. Privacy concerns and responsibilities
 5. Truth in advertising
4. Customer Service
 1. Distinguish between exceptional customer service and less than adequate customer service
 2. Find moments for exceptional customer service
 3. Demonstrate skills that meet customer needs, provide ongoing support, and service recovery
5. Introduction to online marketing and social media
 1. Social media marketing and the use of social media platforms and tools when developing personal and organizational branding.
 2. Understand the listening and social aspects of social media
 3. Online and traditional media integration
 4. Finding your personal or organizational tone and voice
 5. Creation of a social media marketing plan

Methods of Instruction:

1. Lecture - Daily
2. Discussion - 1 per week
3. Written Exercises - Weekly Case studies 1. Current events 2. Best practices
4. Guest Lecturers - 1 per semester
5. Videos
6. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship. Showcase examples from multiple perspectives and backgrounds.

Typical Assignments

A. Project:

1. Project to develop a social media marketing plan
 1. Overall strategy, concept, sustainable competitive advantages, and brand voice
 2. Excel calendar template for 30-day content calendar
 3. A completed multi-page social media marketing plan

B. Other:

1. Group discussion on class learning's to personal experience and role-playing.

C. Writing:

1. Application of class learning's to personal experience.
2. Analysis of current events and trends in marketing (i.e.WallStreetJournal,Fortune, AMA,localbusinesssection).

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2 per semester

B. Projects

1. 1 per semester

C. Class Participation

1. 8 per semester

D. Class Work

1. 8 per semester

E. Home Work

1. 8 per semester

Student Learning Outcomes

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

- A. Apply customer service principles to retain and grow customer loyalty through recognized consistent systematic improvement processes and use of social media.
- B. Compare the tools and techniques used to create and enhance profitable customer service experiences in the traditional and digital sales environment.
- C. Create effective online marketing strategies and campaigns, and employ free web analytics tools to track and measure success.

Textbooks (Typical):

Textbook:

1. Tracey L. Tuten *Social Media Marketing*. 4th ed., Sage, 2021.
2. O. C. Ferrell, Michael Hartline *MARKETING STRATEGY*. 8th ed., Cengage, 2021.
3. Ted Kinni *Be Our Guest*. 1 ed., Disney Editions, 2011.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access .



Course Modification: MUS 13 - History of Rock & Roll

Course Modification: MUS 13 - History of Rock & Roll (Launched - Implemented 02-28-2025)
compared with
MUS 13 - History of Rock & Roll (Active - Implemented 07-20-2016)

Cover

Effective Term Fall ~~2017~~ 2026

Catalog Description

A cultural survey of original American music traditions, forms and trends influenced by cultural, socio-economic, socio-political and economic changes including blues, jazz, early rock, the "British invasion," rap, hip hop culture, Latino rock, heavy metal, jazz-rock fusion, electronic, modern rock, and pop

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Music - Associate in Arts Degree for Transfer (Approved) - Fall 2023

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Max Units ~~0.000~~

Min Units ~~0.000~~

Max Units ~~0.000~~

Discipline Placement

Minimum Qualification

1. Minimum Qualification _ Music
Interdisciplinary _
Condition _

Music

Course Objectives

Objectives

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

1. Group Title ~~describe~~ Describe the emergence of rock and roll from its beginnings to the present
2. Group Title ~~identify~~ Identify major rock and roll artists and trends;
3. Group Title ~~describe~~ Describe the social and political events that have influenced rock and roll musical styles;
4. Group Title ~~describe~~ Describe and evaluate the role society plays in influencing the evolution of rock and roll;
5. Group Title ~~describe~~ Describe the different evolution of rock and roll through aural examples and historical references;
6. Group Title ~~articulate~~ Articulate the influence of modern technology on musical instruments and recording techniques;
7. Group Title ~~differentiate~~ Differentiate between various styles of rock and popular music.

Course Content

Lecture Content

1. Beginnings of Rock
2. Major Pop and Rock Artists and Trends

3. Social, Political, Influence in Pop and Rock
4. Role of Society in Pop and Rock
5. Evolution of Pop and Rock
6. Influence of Technology on Pop and Rock
7. Various Styles of Pop and Rock

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Listening and analysis of recordings and live concerts.

- Classroom Activity.

Comments _

Listening and analysis of recordings and live concerts.

Share new music. Students find new performers from around the world where their original compositions have elements of rock music.

- Discussion

Comments _

Weekly discussions/share boards based on concepts learned within each chapter.

- Field Trips

Comments _

Live performances of rock musicians. Any style within the realm of rock music - blues, country rock, fusion, rock and roll, metal, progressive, to name a few.

- Guest Lecturers

Comments _

Performers, historians, photographers

- Lecture

Comments

Lectures are based on chapter readings and include additional outside information designed to enhance students' understanding of the material by providing broader context, real-world applications, and expert insights that are not necessarily found in the textbook.

- ~~Observation~~ Research

Comments

Midterm is "One Song, Three Covers". Students are to pick one song, and then find three covers or different versions of the original song. They are to follow the instructions describing each song in terms of the Elements of Music as well as a compare/contrast of the four songs.

- Student Presentations

Comments _

Students share Midterm research project with class.

Equity Based Curriculum

- Course Content

Address _

History of Rock and Roll offers a survey of musical styles and traditions from a wide array of cultures around the world. The blues was created by African-American musicians and is the most profound foundation for rock music.

- Assignments

Address _

Assignments include analysis of a variety of music from diverse backgrounds and cultures.

- Catalog Description

Address _

A cultural survey of original American music traditions, forms and trends influenced by cultural, socio-economic, socio-political and economic changes including blues, jazz, early rock, the "British invasion," rap, hip hop culture, Latino rock, heavy metal, jazz-rock fusion, electronic, modern rock, and pop.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. Select an album, music documentary, or fictional movie with a strong focus on rock and roll and write a 1,500 to 1,800 word essay about it.
2. Listen to the sound file provided in class and write a brief analysis of the lyrical content.
3. Attend a live concert and write a short paper about specific musical content as discussed in class

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of MUS 13, the student will be able to articulate~~ Articulate the influence of modern technology on musical instruments and recording techniques.

2. Outcome Text

~~Upon completion of MUS 13, the student will be able to differentiate~~ Differentiate between various styles of rock and popular music :

3. ~~Outcome Text~~ -

~~Upon completion of MUS 13, the student will be able to synthesize factual information and historical evidence through informed listening, analysis, evaluation and discernment of musical elements, forms and repertoire .~~

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

There will be a Listening Exam within the first two weeks of classes as well as two other Listening Exams throughout the semester.

- Quizzes

Frequency

There will be one chapter quiz per week.

- Research Projects

Frequency

- The Papers

Frequency Midterm

- is Group a Projects

Frequency research project.

- Class Participation

Frequency

- There Class will Work

Frequency be

weekly Discussion boards and Shares pertaining to each weekly chapter. Students post their responses according to the instructions then after they post their answers, they must reply to 3-6 classmates' depending on the assignment.

- Home Work

Frequency

Weekly reading and listening to examples in text as well as extra recordings suggested from the instructor.

Please Explain

A Concert ~~report~~ Report is due at the end of the semester. Based on all of the musical elements learned in the course, the student is to attend a live performance and then write up a review as per instructions.

Distance Education

Effective Term Spring 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply).

- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency -
One per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Thomas Katherine E-Larson~~ Charlton
Title ~~History of Rock and Music Roll~~ Styles with A Rhapsody History
Edition ~~4th~~ Ninth Edition
Publisher ~~Kendall McGraw Hunt~~ Hill
ISBN-13 ISBN13: 9781264296071
Year ~~2014~~ 2024

2. Title American Popular Music
Edition ~~4th~~ Sixth
ISBN-13 9780197543313
Year ~~2013~~
3. ~~Author(s) - Katherine Charlton~~
~~Title - Rock Music Styles: A History~~
~~Edition - 7th~~
~~Publisher - McGraw-Hill~~
~~ISBN-13 -~~
~~Year - 2015~~ 2021
4. Author(s) Greil Marcus
Title ~~The~~ More ~~History~~ Real ~~of~~ Life Rock 'n' Roll in Ten Songs
Edition ~~1st~~ First
Publisher Yale University Press
ISBN-13 978-0-300-26098-4
Year ~~2015~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~ 2022

General Education/Transfer Request

- Transfers to CSU
Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3A - Arts
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- Transfers to UC

Already approved unsubstantial change [Yes](#)

- [_ 3 - Arts and Humanities](#)

[Comments](#) [_](#)

[New Request](#) [_ No](#)

[Already approved substantial change](#) [_ No](#)

[Already approved unsubstantial change](#) [_ Yes](#)

Codes and Dates

Course Codes

Origination Date

09/ ~~24~~ [18](#) / ~~2015~~ [2019](#)

Proposal Type

~~New~~ [Course](#) ~~Course~~ [Modification](#)

Entry of Special Dates

- ~~Board of Trustees~~

~~01/19/2016~~

- ~~State Approval~~

~~01/30/2016~~

Instructional Services

Effective Term ~~-Fall 2017~~ [_ Fall 2026](#)

Implementation Date -

~~07/20/2016~~

[02/28/2025](#)

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Course Outline for Music 13

History of Rock & Roll

Effective: Fall 2026

Catalog Description:

MUS 13 - History of Rock & Roll

3.00 Units

A cultural survey of original American music traditions, forms and trends influenced by cultural, socio-economic, socio-political and economic changes including blues, jazz, early rock, the "British invasion," rap, hip hop culture, Latino rock, heavy metal, jazz-rock fusion, electronic, modern rock, and pop

3 Units Lecture

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Music

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Describe the emergence of rock and roll from its beginnings to the present
- B. Identify major rock and roll artists and trends;
- C. Describe the social and political events that have influenced rock and roll musical styles;
- D. Describe and evaluate the role society plays in influencing the evolution of rock and roll;
- E. Describe the different evolution of rock and roll through aural examples and historical references;
- F. Articulate the influence of modern technology on musical instruments and recording techniques;
- G. Differentiate between various styles of rock and popular music.

Course Content:

1. Beginnings of Rock
2. Major Pop and Rock Artists and Trends
3. Social, Political, Influence in Pop and Rock
4. Role of Society in Pop and Rock
5. Evolution of Pop and Rock
6. Influence of Technology on Pop and Rock
7. Various Styles of Pop and Rock

Methods of Instruction:

1. Lecture - Lectures are based on chapter readings and include additional outside information designed to enhance students' understanding of the material by providing broader context, real-world applications, and expert insights that are not necessarily found in the textbook.
2. Guest Lecturers - Performers, historians, photographers
3. Field Trips - Live performances of rock musicians. Any style within the realm of rock music - blues, country rock, fusion, rock and roll, metal, progressive, to name a few.
4. Audio-visual Activity - Listening and analysis of recordings and live concerts.
5. Discussion - Weekly discussions/share boards based on concepts learned within each chapter.

6. Student Presentations - Students share Midterm research project with class.
7. Research - Midterm is "One Song, Three Covers". Students are to pick one song, and then find three covers or different versions of the original song. They are to follow the instructions describing each song in terms of the Elements of Music as well as a compare/contrast of the four songs.
8. Classroom Activity - Listening and analysis of recordings and live concerts. Share new music. Students find new performers from around the world where their original compositions have elements of rock music.
9. Live performance by LPC faculty and students

Typical Assignments

A. Writing:

1. Select an album, music documentary, or fictional movie with a strong focus on rock and roll and write a 1,500 to 1,800 word essay about it.
2. Listen to the sound file provided in class and write a brief analysis of the lyrical content.
3. Attend a live concert and write a short paper about specific musical content as discussed in class

Methods of Evaluating Student Progress

A. Quizzes

1. There will be one chapter quiz per week.

B. Exams/Tests

1. There will be a Listening Exam within the first two weeks of classes as well as two other Listening Exams throughout the semester.

C. Class Participation

1. There will be weekly Discussion boards and Shares pertaining to each weekly chapter. Students post their responses according to the instructions then after they post their answers, they must reply to 3-6 classmates' depending on the assignment.

D. Home Work

1. Weekly reading and listening to examples in text as well as extra recordings suggested from the instructor.

E. Research Projects

1. The Midterm is a research project.

F. A Concert Report is due at the end of the semester. Based on all of the musical elements learned in the course, the student is to attend a live performance and then write up a review as per instructions.

Student Learning Outcomes

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

- A. Articulate the influence of modern technology on musical instruments and recording techniques.
- B. Differentiate between various styles of rock and popular music.

Textbooks (Typical):

Textbook:

1. Katherine Charlton *Rock Music Styles A History*. Ninth Edition ed., McGraw Hill, 2024.
2. Larry Starr , Christopher Waterman *American Popular Music*. Sixth ed., Oxford University Press , 2021.
3. Greil Marcus *More Real Life Rock*. First ed., Yale University Press, 2022.



Course Modification: NESL 221A - Intermediate Reading and Writing

Course Modification: NESL 221A - Intermediate Reading and Writing (Launched - Implemented 02-08-2025)
compared with
NESL 221A - Intermediate Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the first semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126. Students are limited to two enrollments in this course.

Units/Hours

TOTALS

Calculations

Total Noncredit Hours 126

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) :-Noncredit
English as a Second Language (ESL) :-Noncredit

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. final draft

2. ~~Techniques for generating ideas~~ Techniques for generating ideas

1. ~~brainstorming~~ brainstorming

2. ~~listing~~ listing

3. ~~clustering~~ clustering

4. freewriting freewriting.

3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
5. Paragraph development, including examples and explanation
6. Transition words and expressions
7. Techniques for self-editing, especially verb tense and form, word order and punctuation
8. Peer review, especially for organization and content
9. Writing paragraphs in response to an author's ideas
10. Journal writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences
2. Punctuation rules
3. Verb tense: simple present and past, present and past progressive, future, and present perfect

4. adjective and adverb clauses

3. Reading

1. Interactive reading strategies

1. activating background knowledge
2. recognizing words and phrases
3. guessing meaning from context
4. locating main idea and support
5. recognizing organizational strategies for identifying old and new information
6. answering questions from inferences
7. connecting reading and writing
8. anticipating author's intent
9. distinguishing fact and opinion
10. identifying cohesive devices and coherence
11. expressing opinions which may differ from the author's

12. increasing speed in processing written text

2. Reading process strategies

1. pre-reading

2. reading

3. post-reading

3. Scanning and skimming for specific information

4. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

5. Strategies for identifying non-text information

1. layout, spacing, indention, headings, graphs

6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs

7. Extensive reading (in and out of class)

8. Full-length text (fiction and non-fiction)

4. Vocabulary Development

1. vocabulary appropriate to this level, including grammar terminology
2. basic sound-spelling correspondence
3. guided practice with a learner's dictionary to identify correct part of speech and definition
4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments

5. Library/Research

1. Encyclopedias and e-reference for topical research
2. Basic source evaluation: author, title, date, publisher, city, type of source

Methods of Instruction

Other ~~No~~ Yes

1. Explain Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction

Address _

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

- Assignments

Address _

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Writing~~ Discuss the purpose of the article from unit 1 with a small group
2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner
3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number

2. Assignment Type Writing

Add Assignment _

1. Plan and write a paragraph about an endangered species

2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
 3. Revise and edit your composition
 4. Write in your journal for one hour comparing the education system in the US to the education system in your native country
3. [Assignment Type](#) - [Other](#)
[Add Assignment](#) -

1. Grammar and Sentence Structure

1. Identify the dependent clauses in the following paragraph
2. Write 5 complex sentences using the present perfect verb tense

2. ~~Reading~~

1. ~~Discuss the purpose of the article from unit 1 with a small group~~
2. ~~Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner~~
3. ~~Identify the major plot points from chapter 3 in the intensive reading book and note the page number~~

3. Vocabulary

1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 221A, the student should be able to demonstrate~~ **Demonstrate** a low-intermediate ability to identify main ideas and supporting details in
_ level-appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
_ _ **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
_ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** _
_ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of NESL 221A, the student should be able to produce~~ **Produce** an essay of three or more paragraphs that demonstrates level-appropriate and
_ coherent writing through organization, development, and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 231B - High-Beginning Reading and Writing(**Active** Launched)

2. Requisite Type Prerequisite

Requisite Course ESL 131B - High-Beginning Reading and Writing(**Active** Launched)

Comments **Placement** or placement through ESL assessment process

Skills Analysis

Requisite Course Objective(s).

- _ Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
Degree of Importance _ Required
- _ Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing.
Degree of Importance _ Required
- _ Interpret non-text information (diagrams, charts, etc.) to support comprehension
Degree of Importance _ Recommended
- _ Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
Degree of Importance _ Required
- _ Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
Degree of Importance _ Required

- Express independent ideas and opinions about everyday and learned subjects in writing.
Degree of Importance - Required
- Identify and correct errors in writing based on learned grammar and spelling.
Degree of Importance - Required
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence.
Degree of Importance - Recommended
- Scan for specific information in longer readings.
Degree of Importance - Required
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
Degree of Importance - Required
- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase).
Degree of Importance - Required
- Use the library catalogue to identify and find print sources in the college library.
Degree of Importance - Not Necessary
- Identify and label author, title and date for print sources from the college library.
Degree of Importance - Not Necessary

Catalog View **Prerequisite:** NESL 231B with a minimum grade of P, or ESL 131B with a minimum grade of P or placement through ESL assessment process

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Research Projects
Frequency
~~one~~ One library project
- Class Participation
Frequency
~~daily~~ Daily

- Class Work

Frequency

~~daily~~ Daily

- Home Work

Frequency

~~minimum~~ Minimum of 12 hours

- Lab Activities

Frequency

~~one-hour-per-week~~ Weekly

Other ~~Yes~~ No

Please Explain

~~One holistically scored written final exam~~

Journal writing ~~, one journal per semester~~

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (~~FO~~ EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

- - **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- - **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.*

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- were **Emergency evaluated Fully by Online the (EFO): full-time** ESL *taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer theses courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC.

The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

Textbooks/Materials

Textbook

1. Author(s) _ Kristin Sherman
Title _ Reflect Reading & Writing 2
Edition _ 1
Publisher _ Heinle ELT
ISBN-13 _ 978-0357448557
Year _ 2021
2. Author(s) _ Laurie Blass, Mari Vargo, Kristin Sherman
Title _ Pathways Reading, Writing, and Critical Thinking 2
Edition _ 3
Publisher _ Heinle ELT

ISBN-13 _ 978-0357979747

Year _ 2024

3. **Author(s)** Judith Miller, Robert Cohen

Title Longman Academic Reading Series 3 with Essential Online Resources

Edition 1st

Publisher Pearson Education

~~ISBN-13 -~~

Year 2016

4. **Author(s)** Judy Miller, Robert Cohen

Title Longman Academic Reading Series 3: Reading Skills for College

~~Edition - 1st~~

Publisher Pearson Education

~~ISBN-13 -~~

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** Colin S. Ward, Margot F. Gramer

Title Q:Skills for Success Reading and Writing 3

Edition 2nd

Publisher Oxford University Press

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

6. **Author(s)** Jane Goodall

Title My Life With The Chimpanzees

Edition _ 1st

Publisher Aladdin Paperbacks

Year 1996

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent edition; text is level appropriate and still relevant based on content.

7. **Author(s)** Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams

Title Blueprints 1: Composition Skills for Academic Writing

Edition 1st

Publisher Houghton Mifflin Company

Year 2002

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent edition published in 2002; content still relevant.

8. Author(s) Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher Pearson Education ESL

[ISBN-13](#) _

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

9. Author(s) Chris Gallagher

Title Writing in English is Easy!

Edition 1

Publisher CreateSpace Independent Publishing Platform

[ISBN-13](#) _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

General Education/Transfer Request

This course has a GE component [No](#)

Codes and Dates

Course Codes

Origination Date

~~09 10 / 21 31 / 2020~~ [2024](#)

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 221A - Intermediate Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/08/2025



LAS POSITAS
COLLEGE

Course Outline for Noncredit English as a Second Language 221A Intermediate Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 221A - Intermediate Reading and Writing 342 Hours

This is the first semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and on academic vocabulary development. Students will develop cultural understanding, vocabulary, and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126. Students are limited to two enrollments in this course.

Prerequisite: NESL 231B with a minimum grade of P, or ESL 131B with a minimum grade of P or placement through ESL assessment process

Course Grading: Pass/No Pass

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Noncredit Hours	342

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
- C. Express independent ideas and opinions on topics of general interest as well as on learned topics
- D. Identify and correct errors in a paragraph based on learned grammar and spelling
- E. Demonstrate spelling accuracy of learned academic vocabulary
- F. Recognize vocabulary and word form, including some figurative language and idiomatic expressions
- G. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
- H. Identify and interpret devices used for coherence and cohesion
 - I. Scan for specific information
 - J. Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
- K. Read a variety of authentic texts with sufficient understanding
 - L. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- M. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- N. Use e-reference and encyclopedias in the college library
- O. Identify basic information from source (author, title, date, publisher, city, type of source)

Course Content:

1. Writing

1. Steps in the writing process
 1. prewriting
 2. drafting
 3. revising
 4. final draft
 2. Techniques for generating ideas
 1. brainstorming
 2. listing
 3. clustering
 4. freewriting
 3. Narrative, descriptive, classification, cause-effect, compare-contrast and process analysis compositions
 4. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs
 5. Paragraph development, including examples and explanation
 6. Transition words and expressions
 7. Techniques for self-editing, especially verb tense and form, word order and punctuation
 8. Peer review, especially for organization and content
 9. Writing paragraphs in response to an author's ideas
 10. Journal writing
2. Grammar and Sentence Structure
 1. Simple, compound and complex sentences
 2. Punctuation rules
 3. Verb tense: simple present and past, present and past progressive, future, and present perfect
 4. adjective and adverb clauses
3. Reading
 1. Interactive reading strategies
 1. activating background knowledge
 2. recognizing words and phrases
 3. guessing meaning from context
 4. locating main idea and support
 5. recognizing organizational strategies for identifying old and new information

6. answering questions from inferences
 7. connecting reading and writing
 8. anticipating author's intent
 9. distinguishing fact and opinion
 10. identifying cohesive devices and coherence
 11. expressing opinions which may differ from the author's
 12. increasing speed in processing written text
2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning and skimming for specific information
 4. Sentence deconstruction to aid in reading comprehension
 1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 5. Strategies for identifying non-text information
 1. layout, spacing, indention, headings, graphs
 6. Outlining, summarizing, and restating the main ideas and support in passages of several paragraphs
 7. Extensive reading (in and out of class)
 8. Full-length text (fiction and non-fiction)
4. Vocabulary Development
 1. vocabulary appropriate to this level, including grammar terminology
 2. basic sound-spelling correspondence
 3. guided practice with a learner's dictionary to identify correct part of speech and definition
 4. Vocabulary building through context clues, dictionary practice, and reading and writing assignments
5. Library/Research
 1. Encyclopedias and e-reference for topical research
 2. Basic source evaluation: author, title, date, publisher, city, type of source

Methods of Instruction:

1. Individualized Instruction - working one-on-one with students during the editing process, for example

2. Discussion - small group discussion about a reading, for example
3. Projects - create a group presentation about the life of Jane Goodall, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Research - complete a library research project, for example
6. Audio-visual Activity - playing a recording of a text while students read it, for example
7. Lab - working with a partner to complete peer review, for example
8. Lecture - short, interactive lectures
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Discuss the purpose of the article from unit 1 with a small group
2. Read a book from the Extensive Reading Library and briefly summarize the content orally with a partner
3. Identify the major plot points from chapter 3 in the intensive reading book and note the page number

B. Writing:

1. Plan and write a paragraph about an endangered species
2. Plan and write a 3 paragraph composition describing the effects of Jane Goodall's research
3. Revise and edit your composition
4. Write in your journal for one hour comparing the education system in the US to the education system in your native country

C. Other:

1. Grammar and Sentence Structure
 1. Identify the dependent clauses in the following paragraph
 2. Write 5 complex sentences using the present perfect verb tense
2. Vocabulary
 1. Prepare for a quiz on the academic vocabulary words from unit 4 in your text book. You must know the definition and part of speech

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 3-6, not including a separate reading and writing final
- B. Quizzes
 - 1. 3-6
- C. Research Projects
 - 1. One library project
- D. Papers
 - 1. 2-6, including in and out of class writing
- E. Class Participation
 - 1. Daily
- F. Class Work
 - 1. Daily
- G. Home Work
 - 1. Minimum of 12 hours
- H. Lab Activities
 - 1. Weekly

Student Learning Outcomes

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

- A. Demonstrate a low-intermediate ability to identify main ideas and supporting details in level-appropriate texts.
- B. Produce an essay of three or more paragraphs that demonstrates level-appropriate and coherent writing through organization, development, and language use.

Textbooks (Typical):

Textbook:

- 1. Kristin Sherman *Reflect Reading & Writing 2*. 1 ed., Heinle ELT, 2021.
- 2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 2*. 3 ed., Heinle ELT, 2024.
- 3. Judith Miller, Robert Cohen *Longman Academic Reading Series 3 with Essential Online Resources*. 1st ed., Pearson Education, 2016.

4. Judy Miller, Robert Cohen *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education, 2014.
5. Colin S. Ward, Margot F. Gramer *Q:Skills for Success Reading and Writing 3*. 2nd ed., Oxford University Press, 2014.
6. Jane Goodall *My Life With The Chimpanzees*. 1st ed., Aladdin Paperbacks, 1996.
7. Keith S Folse, M Kathleen Mahnke, Elena Vestri Sololman, Lorraine Williams *Blueprints 1: Composition Skills for Academic Writing*. 1st ed., Houghton Mifflin Company, 2002.
8. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.
9. Chris Gallagher *Writing in English is Easy!*. 1 ed., CreateSpace Independent Publishing Platform, 2016.



Course Modification: NESL 221B - High-Intermediate Reading and Writing

Course Modification: NESL 221B - High-Intermediate Reading and Writing (Launched - Implemented 02-11-2025)
compared with
NESL 221B - High-Intermediate Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 221B and NESL 220B, and ESL 123 or ESL 126. Students are limited to two enrollments in this course.

Units/Hours

TOTALS

Calculations

Total Noncredit Hours 126

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) :-~~Noncredit~~
English as a Second Language (ESL) :-~~Noncredit~~

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. final draft

2. In-class and out-of-class compositions: classification, analysis, narrative, cause-effect, compare-contrast, process analysis, argument and summary response compositions

3. thesis statements, topic and concluding sentences, and introduction and conclusion paragraphs

4. Paragraph development, including examples and explanation

5. Transition words and expressions: addition, chronology, example, conclusion, cause, effect, contrast, comparison.
6. Techniques for self-editing, especially verb tense and form, word order and punctuation
7. Peer review
8. Write to different audiences: peers, teacher, general
9. Journal writing

2. Grammar and Sentence Structure

1. simple, compound, complex and compound-complex sentences
2. punctuation rules
3. Verb tense:all
4. dependent clause structure: adjective, adverb, and noun clauses
5. real conditionals, unreal conditionals and perfect modals

3. Reading

1. Interactive reading strategies

1. activating background knowledge, especially knowledge from previous readings
2. recognizing words and phrases
3. recognizing learned rhetorical patterns
4. ~~answering questions by making inferences~~ answering questions by making inferences
5. ~~guessing meaning from context~~ guessing meaning from context
6. ~~locating main idea and support~~ locating main idea and support
7. ~~recognizing organizational strategies for identifying old and new information~~ recognizing organizational strategies for identifying old and new information
8. ~~answering questions from inferences~~ answering questions from inferences
9. ~~connecting reading and writing~~ connecting reading and writing
10. ~~anticipating author's intent~~ anticipating author's intent
11. ~~distinguishing fact, opinion and inference~~ distinguishing fact, opinion and inference
12. ~~identifying cohesive devices and coherence~~ ~~identifying the author's purpose, and audience~~ identifying cohesive devices and coherence identifying the author's purpose, and audience
13. ~~discuss aspects of style, tone, and point of view~~ discuss aspects of style, tone, and point of view
14. ~~expressing opinions which may differ from the author's~~ expressing opinions which may differ from the author's
15. ~~increasing speed in processing written text~~ increasing speed in processing written text

2. Reading process strategies

1. pre-reading
2. reading
3. post-reading

3. Sentence deconstruction to aid in reading comprehension

1. locate the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
4. Outlining, summarizing, paraphrasing and restating the main ideas and support in passages of several paragraphs
5. Respond to the ideas of various authors presented in class.
6. Extensive Reading (in and out of class)
7. Full-length text (fiction and non-fiction)

4. Vocabulary Development

1. ~~recognize and understand vocabulary appropriate to this level, including grammar terminology~~ recognize and understand vocabulary appropriate to this level, including grammar terminology.

2. guided practice with a learner's dictionary to identify correct part of speech, definition, collocations, etc.
3. Vocabulary building through context clues, dictionary practice, and reading and writing assignments

5. Library/Research

1. Websites for topic research in library
2. Source evaluation (author, title, date, publisher, type of source)
3. MLA Works Cited

Lab Content

1. Working in groups, identify important plot points and characters and compare them to current events
2. Working in pairs, students will evaluate thesis and related topic sentences from each other's writing samples
3. Working in pairs, students will identify and correct errors in their use of adjective clauses in each other's writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain _

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction

Address _

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

- Assignments

Address _

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Writing~~ Discuss the audience and purpose of the article from unit 2 with a small group

2. Paraphrase the quote from paragraph two in reading one from the class text

3. Describe one inference you can discern from the first paragraph in reading two

2. [Assignment Type](#) - [Writing](#)
[Add Assignment](#) -

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.

3. [Assignment Type](#) - [Other](#)
[Add Assignment](#) -

1.

Grammar and Sentence Structure

1. Identify the noun clauses in the following paragraph
2. Write 5 sentences about the extensive reading text which include adjective clauses

2. [Reading](#)

1. ~~Discuss the audience and purpose of the article from unit 2 with a small group~~
2. ~~Paraphrase the quote from paragraph two in reading one from the class text~~
3. ~~Describe one inference you can discern from the first paragraph in reading two~~

3. Vocabulary

1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

Student Learning Outcomes

Learning Outcomes

1. Outcome Text _

Demonstrate a high-intermediate ability to identify main ideas and supporting details in level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Communicate Orally** : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

Produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 221A - Intermediate Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course ESL 121A - Intermediate Reading and Writing(**Active Launched**)

Skills Analysis

Requisite Course Objective(s)

- Compose coherent, developed compositions of three or more paragraphs with learned organizational structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
Degree of Importance - Required
- Identify and write accurate simple and compound with increased control of complex sentences in simple present and past, present and past progressive, future and present perfect verb tenses
Degree of Importance - Required
- Express independent ideas and opinions on topics of general interest as well as on learned topics
Degree of Importance - Required
- Identify and correct errors in a paragraph based on learned grammar and spelling.
Degree of Importance - Required

- _ Demonstrate spelling accuracy of learned academic vocabulary.
Degree of Importance _ **Required**
- _ Recognize vocabulary and word form, including some figurative language and idiomatic expressions
Degree of Importance _ **Required**
- _ Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion, and main points and supporting points in readings passages of several longer paragraphs
Degree of Importance _ **Required**
- _ Identify and interpret devices used for coherence and cohesion
Degree of Importance _ **Required**
- _ Scan for specific information
Degree of Importance _ **Required**
- _ Summarize and restate the main ideas and support in passages of several paragraphs and answer questions about the information
Degree of Importance _ **Required**
- _ Read a variety of authentic texts with sufficient understanding.
Degree of Importance _ **Required**
- _ Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
Degree of Importance _ **Required**
- _ Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
Degree of Importance _ **Required**
- _ Use e-reference and encyclopedias in the college library.
Degree of Importance _ **Not Necessary**
- _ Identify basic information from source (author, title, date, publisher, city, type of source).
Degree of Importance _ **Not Necessary**

Catalog View **Prerequisite:** NESL 221A with a minimum grade of P, or ESL 121A with a minimum grade of Pass Placement through ESL assessment process _

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

3-6, not including a separate reading and writing final .One holistically scored written final exam.

Please Explain

Journals

~~Holistically scored written final exam~~

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- **Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.~~

- - **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.*

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~were **Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is

recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final .One holistically scored written final exam.

Textbooks/Materials

Textbook

1. **Author(s)** [Kristin Sherman](#)
Title _ [Reflect Reading & Writing 2](#)
Edition _ [1](#)
Publisher _ [Heinle ELT](#)
ISBN-13 _ [978-0357448557](#)
Year _ [2021](#)
2. **Author(s)** _ [Laurie Blass, Mari Vargo, Kristin Sherman](#)
Title _ [Pathways Reading, Writing, and Critical Thinking 2](#)
Edition _ [3](#)
Publisher _ [Heinle ELT](#)
ISBN-13 _ [978-0357979747](#)
Year _ [2024](#)
3. **Author(s)** _ Pearson
Title Oxford American Dictionary for Learners of English
Edition - **1st**
Publisher Oxford University Press
ISBN-13 -
Year - **2014**
4. **Author(s)** Debra Daise, Charl Norloff
Title Q:Skills for Success Reading and Writing 4
Edition 2nd

Publisher Oxford University Press

~~ISBN-13~~ -

Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** Judy Miller, Robert Cohen

Title Longman Academic Reading Series 3: Reading Skills for College

Publisher Pearson Education ESL

Year _ 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

6. **Author(s)** Russell Freedman

Title Eleanor Roosevelt: A Life of Discovery

Edition 1st

Publisher Clarion Books

Year 1997

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition; level appropriate and still relevant based on historical content

7. **Author(s)** Kathleen Krull

Title Leonardo da Vinci (Giants of Science)

Edition _ 1st

Publisher Puffin Books

Year 2008

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition; level appropriate and still relevant based on historical content.

8. **Author(s)** Alice Oshima, Ann Hogue

Title Longman Academic Writing Series 3: Paragraphs to Essays

Edition 4th

Publisher Pearson Education ESL

ISBN-13 _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

9. **Author(s)** Chris Gallagher
Title Writing in English is Easy!
Edition 1
Publisher CreateSpace Independent Publishing Platform
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ **No**

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~21~~ 31 / ~~2020~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 221B - High-Intermediate Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~
- State Approval
~~03/01/2019~~
- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/11/2025



LAS POSITAS
COLLEGE

Course Outline for Noncredit English as a Second Language 221B

High-Intermediate Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 221B - High-Intermediate Reading and Writing

342 Hours

This is the second semester of a one-year course in intermediate academic writing and reading. Classes will focus on writing sentences, paragraphs and compositions, developing strategies for reading comprehension and flexibility, on interactive reading, and academic vocabulary development. Students will develop cultural understanding and fluency through a variety of academic writing and reading tasks. Students are advised to enroll concurrently in NESL 221B and NESL 220B, and ESL 123 or ESL 126.

Students are limited to two enrollments in this course.

Prerequisite: NESL 221A with a minimum grade of P, or ESL 121A with a minimum grade of Pass Placement through ESL assessment process

Course Grading: Pass/No Pass

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Noncredit Hours	342

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- B. Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- C. Express real conditions consistently, with some errors
- D. Express unreal conditions and use modals with emerging accuracy
- E. Identify and correct errors in a paragraph based on learned grammar and spelling
- F. Contribute constructive comments in the peer editing process
- G. Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- H. Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
 - I. Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- J. Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- K. Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- L. Summarize and paraphrase short texts, with emerging accuracy
- M. Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- N. Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- O. Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- P. Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Q. Use websites to research information about a specific topic in the college library and create a works cited page
- R. Identify source (author, title, date, publisher, type of source) and evaluate reliability

Methods of Instruction:

1. Lab - working with a partner to complete peer review, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Discussion - small group discussion about a reading, for example
4. Student Presentations - group presentations about a researched topic, for example
5. Lab - short, interactive lectures
6. Projects - create a group presentation comparing the life of Eleanor Roosevelt to a modern first lady, for example
7. Research - complete a library research project, for example
8. Individualized Instruction - working one-on-one with students during the editing process, for example
9. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Discuss the audience and purpose of the article from unit 2 with a small group
2. Paraphrase the quote from paragraph two in reading one from the class text
3. Describe one inference you can discern from the first paragraph in reading two

B. Writing:

1. Plan and write a composition describing the two most influential role models in Eleanor Roosevelt's life
2. Revise and edit your composition
3. Write in your journal for one and half hours analyzing the impact Eleanor Roosevelt has had on modern society.

C. Other:

1.

Grammar and Sentence Structure

1. Identify the noun clauses in the following paragraph
2. Write 5 sentences about the extensive reading text which include adjective clauses

2. Vocabulary

1. Write example sentences which include adjective clauses using the vocabulary words from unit 5

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3-6, not including a separate reading and writing final. One holistically scored written final exam.

B. Quizzes

1. 3-6

C. Research Projects

1. one library project

D. Papers

1. 3-6, including in and out of class writing

E. Class Participation

1. daily

F. Class Work

1. daily

G. Lab Activities

1. one hour per week

H. Journals

Student Learning Outcomes

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

- A. Demonstrate a high-intermediate ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

1. Kristin Sherman *Reflect Reading & Writing 2*. 1 ed., Heinle ELT, 2021.
2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 2*. 3 ed., Heinle ELT, 2024.
3. Pearson *Oxford American Dictionary for Learners of English*. 1st ed., Oxford University Press, 2014.

4. Debra Daise, Charl Norloff *Q:Skills for Success Reading and Writing 4*. 2nd ed., Oxford University Press, 2015.
5. Judy Miller, Robert Cohen *Longman Academic Reading Series 3: Reading Skills for College*. 1st ed., Pearson Education ESL, 2014.
6. Russell Freedman *Eleanor Roosevelt: A Life of Discovery*. 1st ed., Clarion Books, 1997.
7. Kathleen Krull *Leonardo da Vinci (Giants of Science)*. 1st ed., Puffin Books, 2008.
8. Alice Oshima, Ann Hogue *Longman Academic Writing Series 3: Paragraphs to Essays*. 4th ed., Pearson Education ESL , 2016.
9. Chris Gallagher *Writing in English is Easy!*. 1 ed., CreateSpace Independent Publishing Platform, 2016.



Course Modification: NESL 230A - Beginning Grammar for Reading and Writing

Course Modification: NESL 230A - Beginning Grammar for Reading and Writing (Launched - Implemented 02-08-2025)

compared with

NESL 230A - Beginning Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the first semester of a one-year course in beginning grammar for academic purposes designed to enable students to understand and use English accurately, meaningfully and appropriately. The course focuses on the connection between vocabulary and grammar, simple and compound sentences, phrases, verb forms, and verb tenses, especially simple present, simple past, and present progressive. Students are advised to enroll concurrently in NESL 230A and NESL 231A, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) ~~:-Noncredit~~

English as a Second Language (ESL) ~~:-Noncredit~~

Course Content

Lecture Content

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, object)
3. Word Order (simple and compound sentences; adjectives and adverbs)
4. Verbs

1. Verb Tense

1. Simple present, simple past, and present progressive/continuous

2. Verb Types

1. Linking, intransitive, transitive, action, and non-action

3. Verb Forms

1. Base, simple past, past participle, present participle of verbs on the "0-500 Most Frequently Used Words" list

5. Modals

1. Affirmative and negative of present and past ability

6. Word forms

1. Forms of nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list

7. Pronouns

1. Subject, object, possessive

8. Articles

1. Indefinite and definite articles

9. Prepositional phrases

1. Especially high frequency prepositions of place and time

10. Dictionary

1. Use of an English language learner dictionary to find significant information about a word

11. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- _ Methods of Instruction
Address _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

- Assignments
Address Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Writing~~ Complete ~~Tasks~~ cloze exercises with either random or specific deletions
2. Find and copy five sentences with the target grammar from one essay in the extensive reading book
3. Change the verb tense in a paragraph and change the adverbial signals as appropriate
4. Identify and correct errors in a sample reading passage
5. Identify the definite and indefinite articles in a passage and discuss the reasons for each
6. Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage

2. Assignment Type Writing

Add Assignment

1. Write five true sentences about yourself with the verb "be" followed by either an adjective, a noun phrase, or a prepositional phrase
2. Write five true sentences about someone you know well. Tell about the person's daily life. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency such as always, usually, or often

3. Write five true sentences about someone you know well. Tell about things the person did last week. Do not use a pronoun as the subject of the sentence Use appropriate adverb expressions of time
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.
1. ~~Reading/Analysis Tasks~~
 1. ~~Complete cloze exercises with either random or specific deletions~~
 2. ~~Find and copy five sentences with the target grammar from one essay in the extensive reading book~~
 3. ~~Change the verb tense in a paragraph and change the adverbial signals as appropriate~~
 4. ~~Identify and correct errors in a sample reading passage~~
 5. ~~Identify the definite and indefinite articles in a passage and discuss the reasons for each~~
 6. ~~Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 230A, the student should be able to name~~ Name the parts of speech, the parts of a
_ basic sentence (subject, verb, object), types of sentences: simple and compound, and common phrases
_ (noun phrase, prepositional phrase).

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

- Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of NESL 230A, the student should be able to distinguish~~ Distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of NESL 230A, the student should be able to produce~~ Produce the verb forms (base form, past form, past participle, and present participle) for the verbs on the list of most common 0-500 words.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
 - Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of NESL 230A, the student should be able to select~~ Select the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-500 word list, especially the irregular verbs

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO)**: ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's~~

~~learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~

- ~~• - **Online with the Flexible In-Person Component (OFI):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency **three Delivery modes Methods**

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~• **were Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Announcements:** Regular announcements that are academic in nature will be posted to the class.

Frequency -

Weekly.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency

A minimum of twice per semester when the course is offered in the OFI mode.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

Weekly :

- - **Group work:** - ~~Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.~~

Frequency -

~~At least twice per semester.~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how

course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency
Weekly.
- ~~- **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
~~Frequency -
At least twice per semester :~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
Weekly :
- **Other:**
Frequency
Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. **Author(s)** [Sandra N. Elbaum](#)
Title [_ Grammar in Context 2](#)
Edition [_ 7th](#)
Publisher [_ National Geographic Learning](#)
ISBN-13 [_ 978-0-357-14024-6](#)
Year [_ 2024](#)
2. **Author(s)** [_ Raymond Murphy](#)
Title Basic Grammar in Use Student's Book with Answers and Interactive eBook

Edition 4

Publisher Cambridge University Press

~~ISBN-13~~ -

Year 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

3. Author(s) Sandra Elbaum

Title Grammar in Context Basic

Edition 6

Publisher Cengage

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

-

4. Author(s) Marjorie Fuchs, Margaret Bonner

Title Grammar Express Basic With Answer Key

~~Edition~~ - 4

Publisher Pearson Education, Inc

~~Year~~ - 2004

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This textbook includes all required grammar from the course objectives.

5. Author(s) Marjorie Fuchs, Margaret Bonner

Title Grammar Express Basic Workbook

Publisher Pearson Education ESL

Year _ 2004

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This book should be used in conjunction with Grammar Express Basic to provide practice activities.

6. Author(s) Marliyn Marquis, Sarah Nielsen

Title One World Many Voices Our Cultures

Edition _ 1

Publisher Wingspan Press

ISBN-13 _

Year 2010

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Provides level appropriate reading materials for grammar analysis.

Or Equivalent _ No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07/11/28~~ 02/2021 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 230A - Beginning Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/08/2025



Course Outline for Noncredit English as a Second Language 230A Beginning Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 230A - Beginning Grammar for Reading and Writing 162 Hours

This is the first semester of a one-year course in beginning grammar for academic purposes designed to enable students to understand and use English accurately, meaningfully and appropriately. The course focuses on the connection between vocabulary and grammar, simple and compound sentences, phrases, verb forms, and verb tenses, especially simple present, simple past, and present progressive. Students are advised to enroll concurrently in NESL 230A and NESL 231A, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Enrollment Limitation: Placement through the ESL assessment process.

Course Grading: Pass/No Pass

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Noncredit Hours	162

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Name, use, and spell basic grammar terminology
- B. Distinguish subject, verb, and object in simple and compound sentences
- C. Apply basic grammatical rules to produce the correct word order in simple and compound sentences
- D. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
- E. Comprehend and use non-action/stative verbs
- F. Identify verbs in a sentence as linking, intransitive, or transitive
- G. Recall and use the correct simple past and past participle forms of verbs on the "0-500 Most Frequent Words" list
- H. Comprehend and use basic modals and verbal expressions to express ability in the present and past
 - I. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
- J. Comprehend and use high frequency prepositions
- K. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, the part of speech, the type of noun, the type of verb, multiple word forms, and definition/s

Course Content:

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, object)
3. Word Order (simple and compound sentences; adjectives and adverbs)
4. Verbs
 1. Verb Tense
 1. Simple present, simple past, and present progressive/continuous
 2. Verb Types
 1. Linking, intransitive, transitive, action, and non-action
 3. Verb Forms
 1. Base, simple past, past participle, present participle of verbs on the "0-500 Most Frequently Used Words" list
5. Modals

1. Affirmative and negative of present and past ability
6. Word forms
 1. Forms of nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
7. Pronouns
 1. Subject, object, possessive
8. Articles
 1. Indefinite and definite articles
9. Prepositional phrases
 1. Especially high frequency prepositions of place and time
10. Dictionary
 1. Use of an English language learner dictionary to find significant information about a word
11. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of simple past tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple present and present progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

- A. Reading:
 1. Complete cloze exercises with either random or specific deletions
 2. Find and copy five sentences with the target grammar from one essay in the extensive reading book
 3. Change the verb tense in a paragraph and change the adverbial signals as appropriate
 4. Identify and correct errors in a sample reading passage

5. Identify the definite and indefinite articles in a passage and discuss the reasons for each
6. Identify the subjects, verbs, object(s), and prepositional phrases in a sample reading passage

B. Writing:

1. Write five true sentences about yourself with the verb "be" followed by either an adjective, a noun phrase, or a prepositional phrase
2. Write five true sentences about someone you know well. Tell about the person's daily life. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency such as always, usually, or often
3. Write five true sentences about someone you know well. Tell about things the person did last week. Do not use a pronoun as the subject of the sentence Use appropriate adverb expressions of time
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Methods of Evaluating Student Progress

A. Quizzes

1. Minimum of every other week

B. Class Work

1. Weekly

C. Home Work

1. Approximately 6 hours per week

D. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

Student Learning Outcomes

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

- A. Name the parts of speech, the parts of a basic sentence (subject, verb, object), types of sentences: simple and compound, and common phrases (noun phrase, prepositional phrase).
- B. Distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.
- C. Produce the verb forms (base form, past form, past participle, and present participle) for the verbs on the list of most common 0-500 words.

- D. Select the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-500 word list, especially the irregular verbs

Textbooks (Typical):

Textbook:

1. Sandra N. Elbaum *Grammar in Context 2*. 7th ed., National Geographic Learning , 2024.
2. Raymond Murphy *Basic Grammar in Use Student's Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2017.
3. Sandra Elbaum *Grammar in Context Basic*. 6 ed., Cengage, 2016.
4. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic With Answer Key*. 1 ed., Pearson Education, Inc, 2004.
5. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic Workbook*. 1 ed., Pearson Education ESL , 2004.
6. Marliyn Marquis, Sarah Nielsen *One World Many Voices Our Cultures*. 1 ed., Wingspan Press, 2010.



Course Modification: NESL 231A - Beginning Reading and Writing

Course Modification: NESL 231A - Beginning Reading and Writing (Launched - Implemented 02-08-2025)
compared with
NESL 231A - Beginning Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the first semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231A and NESL 230A, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Units/Hours

TOTALS

Calculations

Total <u>Lecture Hours</u>	<u>108</u>
Total <u>Lab Hours</u>	<u>18</u>
Total <u>Inside of Class Hours</u>	<u>126</u>
Total <u>Outside of Class Hours</u>	<u>216</u>

Total Noncredit Hours ~~126~~ 342

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) ~~:-Noncredit~~

English as a Second Language (ESL) ~~:-Noncredit~~

Course Content

Lecture Content

1. Reading

1. Interactive reading exercises for:

1. activating background knowledge
2. identifying cohesive devices
3. recognizing words and phrases
4. locating main idea(s)
5. guessing meaning from context

6. inferencing

7. increasing reading speed

2. Reading process strategies

1. pre-reading

2. reading

3. post-reading

3. Scanning

4. Skimming

5. Sentence deconstruction to aid reading comprehension

1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text

6. Strategies for interpreting non-text information

1. layout, spacing, indentation, headings, graphs

7. Extensive Reading (in and out of class)

8. Full-length text (fiction or non-fiction)

2. Vocabulary Development

1. Recognize and understand vocabulary appropriate to this level

2. Use of a dictionary to identify correct part of speech and definition

3. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. final draft

2. Techniques for generating ideas

1. listing
2. diagramming
3. freewriting

3. Narrative, informational, and descriptive paragraphs
4. Topic sentences
5. Explanation and support
6. Transition words and expressions
7. Techniques for self-editing
8. Journal writing

4. Sentence Structure

1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
2. basic sound-spelling correspondence
3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)

5. Library/Research

1. Library tour and basic library vocabulary

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address _
Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.
- Assignments
Address _
Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. Writing

1. Plan and write a paragraph about the benefits of learning English
2. Plan and write a paragraph introducing a family member
3. Revise and edit your paragraph about your family member based on your instructor's comments
4. Write in your journal for thirty minutes about your hobby

2. Sentence Care Structure

1. Write is to simple sentences choose about assignments your that weekend
2. Identify the subject encourage and verb accept in a the diversity following of sentences viewpoints .
- 3.

2. Assignment Type - Reading

Add Assignment -

1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following comprehension questions about the attached article, "How to Be Happy"

3. Assignment Type - Other

Add Assignment

1. Sentence Structure

1. Write 10 simple sentences about your weekend
2. Identify the subject and verb in the following sentences.

2. Vocabulary

1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 231A, the student should be able to demonstrate~~ Demonstrate a low-beginning ability to identify main ideas and supporting details in level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of NESL 231A, the student should be able to produce~~ Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent

writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

3-6 midterm exams , ~~not and including a separate~~ one reading and writing final

Please Explain

Journal

~~Holistically scored written final exam~~

Distance Education

Effective Term [Fall 2026](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (~~FO~~ EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- - **Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.~~
- - **Partially Online:** ~~Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

At

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- were **Emergency evaluated Fully by Online the (EFO): full-time ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.**

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are

present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.
- - Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Other:**

Frequency

Daily classwork; minimum of 12 hours of homework per week. One hour of lab per week.

One Journal

Textbooks/Materials

Textbook

1. Author(s) - Laurie Blass, Mari Vargo, Kristin Sherman

Title _ Pathways Reading, Writing, and Critical Thinking 1

Edition _ 3

Publisher _ Heinle ELT

ISBN-13 _ 978-0357979563

Year _ 2024

2. **Author(s)** Elizabeth Bottcher

Title Longman Academic Reading Series 1: Reading Skills for College

Edition 1st

Publisher Pearson Education

~~**ISBN-13**~~ -

Year 2016

3. **Author(s)** Jennifer Bixby, Joe McVeigh

Title Q: Skills for Success Reading and Writing Intro

Edition 2nd

Publisher Oxford University Press

Year 2015

4. **Author(s)** Ann Hogue

Title Longman Academic Writing Series 1: Sentences to Paragraphs

Edition 3rd

Publisher Pearson Education ESL

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** George E Sullivan

Title Lewis and Clark

Edition 1st

Publisher Scholastic

Year 2000

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This is the most recent version of this book. It is level appropriate for ESL 131A and still relevant as it is a historical text.

6. **Author(s)** Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher Pearson Education ESL

ISBN-13 _

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~21~~ 31 / ~~2020~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 231A - Beginning Reading and Writing.

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/08/2025



Course Outline for Noncredit English as a Second Language 231A

Beginning Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 231A - Beginning Reading and Writing

342 Hours

This is the first semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple and compound sentences in short paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231A and NESL 230A, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Enrollment Limitation: Appropriate skill level demonstrated through the ESL assessment process.

Course Grading: Pass/No Pass

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Noncredit Hours	342

Discipline:

Course Objectives:

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

- A. Read a variety of authentic texts with adequate understanding
- B. Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
- C. Understand non-text information (charts, graphs)
- D. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
- E. scan to find specific information in a text
- F. Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
- G. Express limited independent ideas and opinions about everyday subjects in writing
- H. Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
 - I. Identify and correct errors in writing based on learned grammar and spelling
 - J. Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
- K. Identify parts of a sentence (subject, verb, direct object, prepositional phrase)
- L. Understand basic library terminology and navigate the college library

Course Content:

1. Reading
 1. Interactive reading exercises for:
 1. activating background knowledge
 2. identifying cohesive devices
 3. recognizing words and phrases
 4. locating main idea(s)
 5. guessing meaning from context
 6. inferencing
 7. increasing reading speed

2. Reading process strategies
 1. pre-reading
 2. reading
 3. post-reading
 3. Scanning
 4. Skimming
 5. Sentence deconstruction to aid reading comprehension
 1. locating the subjects, verbs, objects, prepositional phrases, pronouns, and/or adjectives in a text
 6. Strategies for interpreting non-text information
 1. layout, spacing, indentation, headings, graphs
 7. Extensive Reading (in and out of class)
 8. Full-length text (fiction or non-fiction)
2. Vocabulary Development
 1. Recognize and understand vocabulary appropriate to this level
 2. Use of a dictionary to identify correct part of speech and definition
 3. Writing
 1. Steps in the writing process
 1. prewriting
 2. drafting
 3. revising
 4. final draft
 2. Techniques for generating ideas
 1. listing
 2. diagramming
 3. freewriting
 3. Narrative, informational, and descriptive paragraphs
 4. Topic sentences
 5. Explanation and support
 6. Transition words and expressions
 7. Techniques for self-editing

8. Journal writing
4. Sentence Structure
 1. Simple and compound sentences in simple present, present progressive, simple future, and simple past
 2. basic sound-spelling correspondence
 3. capitalization and basic punctuation (periods, commas with coordinating conjunctions, question marks)
5. Library/Research
 1. Library tour and basic library vocabulary

Methods of Instruction:

1. Projects - create a poster about Albert Einstein's life, for example
2. Lecture - short, interactive lectures
3. Audio-visual Activity - playing a recording of a text while students read it, for example
4. Individualized Instruction - working one-on-one with students during the editing process, for example
5. Student Presentations - group presentations about a researched topic, for example
6. Discussion - small-group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Plan and write a paragraph about the benefits of learning English
2. Plan and write a paragraph introducing a family member
3. Revise and edit your paragraph about your family member based on your instructor's comments
4. Write in your journal for thirty minutes about your hobby
5. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

B. Reading:

1. Skim Chapter 2 of *Who Was Albert Einstein?* and make a list of important dates and what happened on each date
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following comprehension questions about the attached article, "How to Be Happy"

C. Other:

1. Sentence Structure

1. Write 10 simple sentences about your weekend
2. Identify the subject and verb in the following sentences.

2. Vocabulary

1. Complete this vocabulary chart to identify the part of speech and correct definition for the following words from *Who Was Albert Einstein?*

Methods of Evaluating Student Progress

A. Quizzes

1. 3-6

B. Research Projects

1. one library project

C. Papers

1. 3-6, including in and out of class writing

D. Class Participation

1. daily

E. Class Work

1. daily

F. Home Work

1. minimum of 12 hours

G. Lab Activities

1. one hour of lab per week

H. Exams/Tests

1. 3-6 midterm exams, and one reading and writing final

I. Journal

Student Learning Outcomes

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

- A. Demonstrate a low-beginning ability to identify main ideas and supporting details in level appropriate texts.

- B. Produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

1. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 1*. 3 ed., Heinle ELT, 2024.
2. Elizabeth Bottcher *Longman Academic Reading Series 1: Reading Skills for College*. 1st ed., Pearson Education, 2016.
3. Jennifer Bixby, Joe McVeigh Q: *Skills for Success Reading and Writing Intro*. 2nd ed., Oxford University Press, 2015.
4. Ann Hogue *Longman Academic Writing Series 1: Sentences to Paragraphs*. 3rd ed., Pearson Education ESL , 2016.
5. George E Sullivan *Lewis and Clark*. 1st ed., Scholastic, 2000.
6. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.



Course Modification: NESL 231B - High-Beginning Reading and Writing

Course Modification: NESL 231B - High-Beginning Reading and Writing (Launched - Implemented 02-11-2025)
compared with
NESL 231B - High-Beginning Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231B and NESL 230B, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Units/Hours

TOTALS

Calculations

Total Noncredit Hours 126

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) :-Noncredit
English as a Second Language (ESL) :-Noncredit

Course Content

Lecture Content

1. Writing

1. Steps in the writing process

1. prewriting

2. drafting

3. revising

4. final draft

2. Techniques for generating ideas

1. brainstorming

2. listing

3. clustering

4. freewriting

3. Narrative, informational, descriptive and opinion paragraphs

4. Topic and concluding sentences

5. Explanation ~~and a variety of support~~ and a variety of support

6. ~~Transition words and expressions to connect ideas in the paragraph~~ Transition words and expressions to connect ideas in the paragraph

7. ~~Techniques for self-editing especially verb tense and verb form, word order, and punctuation~~ Techniques for self-editing especially verb tense and verb form, word order, and punctuation

8. Journal Writing

2. Grammar and Sentence Structure

1. Simple, compound and complex sentences

2. Rules for capitalization and basic punctuation

3. Verb tense: simple present, simple past, present progressive and future

3. Vocabulary Development

1. Recognize and understand vocabulary appropriate to this level ~~, including grammar terminology~~ , including grammar terminology
2. ~~Basic sound-spelling correspondence~~ Basic sound-spelling correspondence
3. ~~Guided practice with a learner's dictionary to identify correct part of speech and definition~~ Guided practice with a learner's dictionary to identify correct part of speech and definition
4. ~~Vocabulary building through context clues, and reading and writing practice~~ Vocabulary building through context clues, and reading and writing practice

4. Library/Research

1. library catalogue: locate and identify titles and authors

Lab Content

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in their own writing samples

Methods of Instruction

Other ~~No~~ Yes

1. Explain _

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction

Address _

Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

- Assignments

Address _

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. Skim the reading from unit 2 and outline the main ideas from each paragraph

2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes

3. Answer the following questions about the article "How do colors affect us?"

4.

2. Assignment Type - Writing

Add Assignment -

1. Plan and write a paragraph describing three characteristics of a successful student

2. Revise and edit your paragraph based on your teacher's comments

3. Write one page in your journal describing a toy you remember from your childhood.

4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

3. Assignment Type - Other

Add Assignment -

1. Grammar and Sentence Structure

1. Identify the types of sentences in the following paragraph

2. Edit the punctuation mistakes in your paragraph based on your teacher's comments

3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book

2. **Reading**

- ~~1. Skim the reading from unit 2 and outline the main ideas from each paragraph~~
- ~~2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes~~
- ~~3. Answer the following questions about the article "How do colors affect us?"~~

3. Vocabulary

1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 231B, the student should be able to demonstrate~~ Demonstrate a high-beginning ability to identify main ideas and supporting details in ~~level appropriate~~ level appropriate texts.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text

~~Upon completion of NESL 231B, the student should be able to produce~~ Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent

writing through organization, development and language use.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 231A - Beginning Reading and Writing(**Active** Launched)

2. Requisite Type Prerequisite

Requisite Course ESL 131A - Beginning Reading and Writing(**Active** Launched)

Skills Analysis

Requisite Course Objective(s)

- Read a variety of authentic texts with adequate understanding.

Degree of Importance . Required

- _ Identify and distinguish between accurate and inaccurate, relevant and irrelevant, and main points and supporting points in reading passage
Degree of Importance _ Required
- _ Understand non-text information (charts, graphs).
Degree of Importance _ Recommended
- _ Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text.
Degree of Importance _ Required
- _ scan to find specific information in a text
Degree of Importance _ Required
- _ Compose short, coherent paragraphs (9-12 sentences) which include a topic sentence, focus on one topic, and appropriate transitions
Degree of Importance _ Required
- _ Express limited independent ideas and opinions about everyday subjects in writing.
Degree of Importance _ Required
- _ Compose simple and compound sentences in simple present, present progressive, simple past, and simple future tenses
Degree of Importance _ Required
- _ Identify and correct errors in writing based on learned grammar and spelling.
Degree of Importance _ Required
- _ Show emerging spelling accuracy of common words and make generalizations about sound-spelling correspondence
Degree of Importance _ Recommended
- _ Identify parts of a sentence (subject, verb, direct object, prepositional phrase).
Degree of Importance _ Required
- _ Understand basic library terminology and navigate the college library.
Degree of Importance _ Not Necessary

Catalog View **Prerequisite:** NESL 231A with a minimum grade of P, or ESL 131A with a minimum grade of Pass Placement through ESL assessment process _

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

3-6, not including separate reading and writing finals .One holistically scored written final exam.

Please Explain

~~Holistically scored written final exam~~

Journals

Distance Education

Effective Term Fall 2026

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Emergency Fully Online (FO EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- **Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered~~

~~through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.~~

- ~~• - **Partially Online:** Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.~~

Explain why this course should be offered in Distance Education mode.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

All

Emergency **three Delivery modes Methods**

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- ~~• **were Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.~~

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

3-6 quizzes; 3-6 exams/tests, not including a separate reading and writing final . One holistically scored written final exam

Textbooks/Materials

Textbook

1. **Author(s)** _ Gary Pathare
Title _ Reflect Reading & Writing 1: Student's Book
Edition _ 1
Publisher _ Heinle ELT
ISBN-13 _ 978-0357448489
Year _ 2021
2. **Author(s)** _ Laurie Blass, Mari Vargo, Kristin Sherman
Title _ Pathways Reading, Writing, and Critical Thinking 1
Edition _ 3
Publisher _ Heinle ELT
ISBN-13 _ 978-0357979563
Year _ 2024
3. **Author(s)** Kim Sanabria
Title Longman Academic Reading Series 2: Reading Skills for College
Edition - **1st**
Publisher Pearson Education ESL
ISBN-13 -
Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

4. **Author(s)** Joe McVeigh, Jennifer Bixby
Title Q:Skills for Success Reading and Writing 2
Edition 2nd
Publisher Oxford University Press
ISBN-13 -
Year 2015

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

5. **Author(s)** Deborah Hopkinson
Title Who Was Charles Darwin
Edition _ 1st
Publisher Grosset and Dunlap
Year 2005

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Most recent edition printed in 2005; level appropriate and is still relevant based on historical context.

6. **Author(s)** Kate Boehm Jerome
Title Who Was Amelia Earhart
Edition 1st
Publisher Grosset and Dunlap
Year 2002

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

most recent edition published in 2002; level appropriate and still relevant based on content.

7. **Author(s)** Ann Hogue
Title Longman Academic Writing Series 2: Paragraphs
Edition 3rd
Publisher Pearson Education ESL
ISBN-13 _
Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

8. **Author(s)** Pearson

Title Longman Dictionary of American English

Edition 5th

Publisher Pearson Education ESL

ISBN-13 _

Year 2014

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Or Equivalent _ No

General Education/Transfer Request

This course has a GE component No

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~21~~ 31 / ~~2020~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 231B - High-Beginning Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/11/2025



LAS POSITAS
COLLEGE

Course Outline for Noncredit English as a Second Language 231B

High-Beginning Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 231B - High-Beginning Reading and Writing

342 Hours

This is the second semester of a one-year course in beginning academic writing and reading. Classes will focus on writing simple, compound, and complex sentences in structured paragraphs, on developing strategies for increasing reading comprehension and flexibility, on interactive reading, and on developing academic vocabulary. Students will develop cultural understanding and fluency through a variety of writing and reading tasks. Students are advised to enroll concurrently in NESL 231B and NESL 230B, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Prerequisite: NESL 231A with a minimum grade of P, or ESL 131A with a minimum grade of Pass Placement through ESL assessment process

Course Grading: Pass/No Pass

Total Lecture Hours	108
Total Lab Hours	18
Total Inside of Class Hours	126
Total Outside of Class Hours	216
Total Noncredit Hours	342

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- B. Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- C. Interpret non-text information (diagrams, charts, etc.) to support comprehension
- D. Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- E. Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- F. Express independent ideas and opinions about everyday and learned subjects in writing
- G. Identify and correct errors in writing based on learned grammar and spelling
- H. Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
 - I. Scan for specific information in longer readings
- J. Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
- K. Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- L. Use the library catalogue to identify and find print sources in the college library
- M. Identify and label author, title and date for print sources from the college library

Methods of Instruction:

1. Audio-visual Activity - playing a recording of a text while students read it, for example
2. Individualized Instruction - working one-on-one with students during the editing process, for example
3. Student Presentations - group presentation about a researched topic, for example
4. Lecture - short, interactive lectures

5. Projects - create a poster about Charles Darwin, for example
6. Discussion - small group discussion about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Skim the reading from unit 2 and outline the main ideas from each paragraph
2. Select an appropriate book from the Extensive Reading Library and read for 30 minutes
3. Answer the following questions about the article "How do colors affect us?"

B. Writing:

1. Plan and write a paragraph describing three characteristics of a successful student
2. Revise and edit your paragraph based on your teacher's comments
3. Write one page in your journal describing a toy you remember from your childhood.
4. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

C. Other:

1. Grammar and Sentence Structure

1. Identify the types of sentences in the following paragraph
2. Edit the punctuation mistakes in your paragraph based on your teacher's comments
3. Write 3 simple, 3 compound and 3 complex sentences using vocabulary from the class text book

2. Vocabulary

1. Use your learner dictionary to look up the vocabulary words from the class text book. Identify part of speech and definition

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3-6, not including separate reading and writing finals. One holistically scored written final exam.

B. Quizzes

1. 3-6

- C. Research Projects
 - 1. one library project
- D. Papers
 - 1. 3-6, including in and out of class work
- E. Class Participation
 - 1. daily
- F. Class Work
 - 1. daily
- G. Home Work
 - 1. minimum of 12 hours
- H. Lab Activities
 - 1. one hour per week
- I. Journals

Student Learning Outcomes

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

- A. Demonstrate a high-beginning ability to identify main ideas and supporting details in level appropriate texts.
- B. Produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

Textbooks (Typical):

Textbook:

- 1. Gary Pathare *Reflect Reading & Writing 1: Student's Book*. 1 ed., Heinle ELT, 2021.
- 2. Laurie Blass, Mari Vargo, Kristin Sherman *Pathways Reading, Writing, and Critical Thinking 1*. 3 ed., Heinle ELT, 2024.
- 3. Kim Sanabria *Longman Academic Reading Series 2: Reading Skills for College*. 1st ed., Pearson Education ESL , 2016.
- 4. Joe McVeigh, Jennifer Bixby *Q:Skills for Success Reading and Writing 2*. 2nd ed., Oxford University Press, 2015.
- 5. Deborah Hopkinson *Who Was Charles Darwin*. 1st ed., Grosset and Dunlap, 2005.
- 6. Kate Boehm Jerome *Who Was Amelia Earhart*. 1st ed., Grosset and Dunlap, 2002.
- 7. Ann Hogue *Longman Academic Writing Series 2: Paragraphs*. 3rd ed., Pearson Education ESL , 2016.

8. Pearson *Longman Dictionary of American English*. 5th ed., Pearson Education ESL , 2014.

5.3 Course Deactivations

Justification: Course is no longer needed

- CIS 44 IT Fundamentals+
- CIS 55B Advanced MS Office Skills
- CIS 81D Security Services in the Cloud
- CIS 9005 Oracle: APEX Application Development
- CNT 57 MCSA III Identity with Windows Server
- NCIS 244 IT Fundamentals+

Justification: This course can no longer be offered.

- NENG 204

5.4 New Programs

- AAG Automotive Chassis Technician
- AAG Automotive Electrical Technician, CA
- AAG Automotive Emissions Technician, CA
- AAG Automotive Service Technician, CA
- AAG Automotive Technician, CA



New Program: AAG Automotive Chassis Technician - Certificate of Achievement (16 to fewer than 30 units)

The AAG Automotive Chassis Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 2L	AAG Chassis Laboratory →]	2.0	Major/Required	Spring, Summer, Fall
APAG 2	AAG Chassis →]	4.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Term 2 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience ➡]	14.0	Major/Required	Spring, Summer, Fall

➡] Gateway Course

Total: 20.0



AAG Automotive Chassis Technician - Certificate of Achievement (16 to fewer than 30 units)

Program Title

AAG Automotive Chassis Technician

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2026

Program Description

The AAG Automotive Chassis Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course

Title

Units

Term

Required Core: (20 Units)

APAG 2	AAG Chassis	1st	4.0
APAG 2L	AAG Chassis Laboratory	1st	2.0
APWX 94	Apprenticeship Work Experience	2nd	14.0

Total: 20.0



New Program: AAG Automotive Electrical Technician - Certificate of Achievement (16 to fewer than 30 units)

The AAG Automotive Electrical Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 6.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
	→] 6.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Term 2 - Spring Semester

Units: 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
--------	-------	--------------	---------------------

→] 9.0

Major/Required

Spring, Fall

→] Gateway Course

Term 3 - Fall Semester

Units: 14.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

APWX 94

Apprenticeship Work Experience →]

14.0

Major/Required

Spring, Summer,
Fall

→] Gateway Course

Total: 29.0



AAG Automotive Electrical Technician - Certificate of Achievement (16 to fewer than 30 units)

Program Title

AAG Automotive Electrical Technician

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2026

Program Description

The AAG Automotive Electrical Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course

Title

Units

Term

Required Core: (29 Units)

APAG 4	AAG Electrical	1st	4.0
APAG 4L	AAG Electrical Laboratory	1st	2.0
APWX 94	Apprenticeship Work Experience	3rd	14.0
AUTO A6	Electrical/Electronic Systems	2nd	5.0
AUTO L3	Light Duty Hybrid/Electric Vehicles	2nd	4.0

Total: 29.0



New Program: AAG Automotive Emissions Technician - Certificate of Achievement (30 to fewer than 60 units)

The AAG Automotive Emissions Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 3L	AAG Emissions Laboratory →]	2.0	Major/Required	Spring, Summer, Fall
APAG 3	AAG Emissions →]	4.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Term 2 - Spring Semester

Units: 5.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L1L2	Smog Level One and Level Two →]	5.5	Major/Required	Spring, Fall

→] Gateway Course

Term 3 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO SDR	Specified Diagnostic and Repair →]	5.0	Major/Required	Spring, Fall
AUTO P1	Powertrains: Modifications for Performance →]	4.0	Major/Required	Spring, Fall

→] Gateway Course

Term 4 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience →]	14.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Total: 34.5



AAG Automotive Emissions Technician - Certificate of Achievement (30 to fewer than 60 units)

Program Title

AAG Automotive Emissions Technician

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2026

Program Description

The AAG Automotive Emissions Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course	Title	Units	Term
--------	-------	-------	------

Required Core: (34.5 Units)

APAG 3	AAG Emissions	1st	4.0
APAG 3L	AAG Emissions Laboratory	1st	2.0
APWX 94	Apprenticeship Work Experience	4th	14.0
AUTO SDR	Specified Diagnostic and Repair	3rd	5.0
AUTO P1	Powertrains: Modifications for Performance	3rd	4.0
AUTO L1L2	Smog Level One and Level Two	2nd	5.5

Total: 34.5



New Program: AAG Automotive Service Technician - Certificate of Achievement (16 to fewer than 30 units)

The AAG Automotive Service Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 1L	AAG Service Laboratory →]	2.0	Major/Required	Spring, Summer, Fall
APAG 1	AAG Service →]	4.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Term 2 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience ➡]	14.0	Major/Required	Spring, Summer, Fall

➡] Gateway Course

Total: 20.0



AAG Automotive Service Technician - Certificate of Achievement (16 to fewer than 30 units)

Program Title

AAG Automotive Service Technician

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2026

Program Description

The AAG Automotive Service Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course

Title

Units

Term

Required Core: (20 Units)

APAG 1	AAG Service	1st	4.0
APAG 1L	AAG Service Laboratory	1st	2.0
APWX 94	Apprenticeship Work Experience	2nd	14.0

Total: 20.0



New Program: AAG Automotive Technician - Certificate of Achievement (30 to fewer than 60 units)

The AAG Automotive Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 3L	AAG Emissions Laboratory →]	2.0	Major/Required	Spring, Summer, Fall
APAG 3	AAG Emissions →]	4.0	Major/Required	Spring, Summer, Fall

→] Gateway Course

Term 2 - Spring Semester**Units: 6.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 1	AAG Service ➔]	4.0		Spring, Summer, Fall
APAG 1L	AAG Service Laboratory ➔]	2.0	Major/Required	Spring, Summer, Fall

➔] Gateway Course

Term 3 - Fall Semester**Units: 6.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APAG 2L	AAG Chassis Laboratory ➔]	2.0	Major/Required	Spring, Summer, Fall
APAG 2	AAG Chassis ➔]	4.0	Major/Required	Spring, Summer, Fall

➔] Gateway Course

Term 4 - Spring Semester**Units: 14.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
--------	--	-------	--------------	------------------------

APWX 94

Apprenticeship Work Experience ➡]

14.0

Major/Required

Spring, Summer,
Fall

➡] Gateway Course

Total: 32.0



AAG Automotive Technician - Certificate of Achievement (30 to fewer than 60 units)

Program Title

AAG Automotive Technician

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

The AAG Automotive Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course

Title

Units

Term

Required Core: (32 Units)

APAG 1	AAG Service	2nd	4.0
APAG 1L	AAG Service Laboratory	2nd	2.0
APAG 2	AAG Chassis	3rd	4.0
APAG 2L	AAG Chassis Laboratory	3rd	2.0
APAG 3	AAG Emissions	1st	4.0
APAG 3L	AAG Emissions Laboratory	1st	2.0
APWX 94	Apprenticeship Work Experience	4th	14.0

Total: 32.0

5.5 Credit by Exam for successfully completing noncredit mirrored course

- ESL 120A Intermediate Grammar for Reading and Writing
- ESL 120B High-Intermediate Grammar for Reading and Writing
- ESL 130B High-Beginning Grammar for Reading and Writing

5.6 Shared Governance Worksheet and Curriculum Committee Charge

Overview

Responsibility for reviewing curriculum, establishing prerequisites, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, grading policies, maintaining and updating discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

Reporting Relationship

The Curriculum Committee is a subcommittee of the Academic Senate.

Charge

The Curriculum Committee (hereafter referred to as “the Committee”) is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College. The Committee’s primary responsibilities lie in five major areas, as specified by Title V [Title 5 §53200]:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items, and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President’s Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. “It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title V §53203(a)] and call attention to any irregularities which might require a recommendation to be returned to the Committee for reconsideration. Changes to the General Education pattern for the Associate Degree may be recommended by the Committee.

The Committee’s duties and responsibilities in each of the areas are defined as follows:

Curriculum

In the area of curriculum, the Committee’s duties include – but are not limited to – approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree-applicable credit courses, and noncredit courses
- Pre-requisites, co-requisites, and advisories for courses
- Limitations on the number of times a course may be repeated
- Units for courses and programs
- Courses to be taught in distance education mode
- Courses for inclusion in the requirements for the Associate Degree (AA or AS)
- Courses for transfer to CSU
- Discontinuation of existing courses or programs
- Placement of courses within disciplines
- Assigning course identifiers
- Maintaining and updating the discipline list
- Maintaining and updating program maps

Degree and Certificate Requirements

In this area, the Committee's duties include – but are not limited to – the following:

- Recommendations for changes to the General Education pattern for the Associate Degree
- Definition of criteria for placement of courses within General Education areas
- Periodic review for appropriateness and relevancy of the courses listed within a specific General Education area

Grading Policies

The Committee's duties in this area include – but are not limited to – the following:

- Review of grading policies for individual courses (e.g., whether the course is grade only)
- Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards

Educational Programs

Educational programs are initiated and developed within appropriate areas or disciplines. The Committee's duties include – but are not limited to – approval of:

- Educational (degree and certificate) programs and requirements for such programs

Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, co-requisites, and advisories are

appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

Committee Membership

Chair:

- Votes only in case of a tie; see below for more information
- If the Librarian and/or Articulation Officer serve as the Chair they only vote in their capacity as Chair

Librarian:

- Votes only when serving as their Division representative

Voting Members:

- 2 Faculty from each Division
- Articulation Officer

Advisors:

- Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)
- 1 Academic Services Division Dean
- Vice President of Academic Services
- Student Services Division Dean
- Student Records Evaluator
- Curriculum & Scheduling Specialist
- Other Classified Professional/s (appointed by the Chair)
- 1 Student Government Representative
- **Appointments by:** Academic Senate; College President; Student Government; Curriculum Chair

Term

It is hoped that voting members will serve for a minimum of two years and should be allowed to serve longer if selected by their constituency, in order to preserve valuable expertise amongst the Committee Members. At the same time, it is important to bring new voting members onto the Committee within any two-year cycle, in order to develop curriculum expertise amongst all voting members.

The term of office for the position of Chair is two years. The Chair may serve for more than one term, and may serve consecutive terms.

Voting and Quorum

Voting is limited to voting members and the quorum is determined by the number of voting members on the Committee in each term.

DRAFT

Overview

Responsibility for reviewing curriculum, establishing prerequisites, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, grading policies, maintaining and updating discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

Formatted: Font: (Default) +Body (Calibri)

Reporting Relationship

The Curriculum Committee is a subcommittee of the Academic Senate.

Formatted: Font: Not Bold

Charge

The Curriculum Committee (hereafter referred to as “the Committee”) is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Las Positas College. The Committee’s primary responsibilities lie in five major areas, as specified by Title V [Title 5 §53200]:

Formatted: Font: (Default) +Body (Calibri)

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items, and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President’s Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. “It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title V §53203(a)] and call attention to any irregularities which might require a recommendation to be returned to the Committee for reconsideration. Changes to the General Education pattern for the Associate ~~degree~~ Degree may be recommended by the Committee, ~~but must be agreed upon through collegial consultation with the Curriculum Committees and Academic Senates of both colleges and approved by the Board of Trustees.~~

Formatted: Font: (Default) +Body (Calibri)

The Committee’s duties and responsibilities in each of the areas are defined as follows:

Curriculum

In the area of curriculum, the Committee's duties include – but are not limited to – approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree-applicable credit courses, and non-credit courses
- Pre-requisites, co-requisites, and advisories for courses
- Limitations on the number of times a course may be repeated
- Units for courses and programs
- Courses to be taught in distance education mode
- Courses for inclusion in the requirements for the Associate ~~degree~~-Degree (AA or AS)
- Courses for ~~articulation and transfer to CSU and submission of courses for UC transfer, IGETC, and CSU-GE Breadth~~
- Discontinuation of existing courses or programs
- Placement of courses within disciplines
- Assigning course identifiers
- Maintaining and updating the discipline list
- Maintaining and updating program maps

Degree and Certificate Requirements

In this area, the Committee's duties include – but are not limited to – the following:

- Recommendations for changes to the General Education pattern for the Associate ~~degree~~-Degree
- Definition of criteria for placement of courses within General Education areas
- Periodic review for appropriateness and relevancy of the courses listed within a specific ~~general~~-General Education area

Grading Policies

The Committee's duties in this area include – but are not limited to – the following:

- Review of grading policies for individual courses (e.g., whether the course is grade only)
- Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards

Educational Programs

Educational programs are initiated and developed within appropriate areas or disciplines. The Committee's duties include – but are not limited to – approval of:

- Educational (degree and certificate) programs and requirements for such programs
- ~~Pre-requisites, co-requisites, and advisories for new and revised programs~~

Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and pre-requisites. The Committee must ensure that pre-requisites, co-requisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that pre-requisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

Committee Membership

Chair:

- Votes only in case of a tie; see below for more information
- If the Librarian and/or Articulation Officer serve as the Chair they only vote in their capacity as Chair

Librarian:

- Votes only when serving as their Division representative

Voting Members: (Voting):

- 2 Faculty from each Division (each Division shall have a maximum of two votes)
- 1 Librarian (may also serve as a division representative)
- Articulation Officer (may also serve as a division representative)
- Division Dean (1 / academic year)

(Note: If the Librarian and/or Articulation Officer also serves as a division representative, they will have only one vote.)

Notes for Voting Members:

While all members of the Committee take seriously the charge of the group, the voting members have a special duty to develop expertise in curriculum matters, to attend all meetings of the Committee, to thoroughly review all matters presented to the Committee before voting, and to abstain from voting in situations where the Committee member is not adequately prepared to make an informed decision.

Non-Voting Members/Advisors:

- Chair (votes only in case of a tie; see below for more information)
- Academic Services Curriculum & Student Learning Outcomes Specialist (acts as Secretary of the Committee)
- 1 Academic Services Division Dean (1 / academic year)
- Vice President of Academic Services
- Student Services Division Dean

Formatted: Font: (Default) +Body (Calibri)

Formatted: Indent: Left: 0.53", Space Before: 6 pt, After: 6 pt, Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 0.25" + Tab after: 0.5" + Indent at: 0.5"

Formatted: Font: (Default) +Body (Calibri), Not Bold

Formatted: Font: Not Bold

Formatted: Font: 11.5 pt, Font color: Dark Gray

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.25" + Indent at: 0.5"

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri), Not Highlight

Formatted: Font: (Default) +Body (Calibri), Strikethrough

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri), 11.5 pt, Font color: Auto

Formatted: Font: (Default) +Body (Calibri), Font color: Auto

Formatted: None, Space Before: 0 pt, After: 7.5 pt

Formatted: Font: (Default) +Body (Calibri)

Formatted: Not Highlight

Formatted: Font: (Default) +Body (Calibri), Not Highlight

Formatted: Not Highlight

Formatted: Font: (Default) +Body (Calibri), Not Highlight

Formatted: Indent: Left: 0.5", Tab stops: Not at 0.5"

Formatted: Font: (Default) +Body (Calibri)

- Student Records Evaluator (~~attends as needed~~)
- ~~Academic Services~~-Curriculum & Scheduling Specialist (~~attends as needed~~)
- Other Classified Professional/s (appointed by the Chair)
- ~~2-1~~ Student ~~Senate~~Government Representatives
- **Appointments by:** Academic Senate; College President; Student ~~Senate~~Government; Curriculum Chair

Term

It is hoped that ~~voting members~~voting members will serve for a minimum of two years and should be allowed to serve longer if ~~so~~ selected by their constituency, in order to preserve valuable expertise amongst the Committee ~~members~~Members. At the same time, it is important to bring new ~~members~~voting members onto the Committee within any two-year cycle, in order to develop curriculum expertise amongst all ~~faculty members~~voting members.

The term of office for the position of Chair is two years. The Chair may serve for more than one term, and may serve consecutive terms.

Voting and Quorum

~~Quorum: 10 voting members, Quorum = 6~~Voting is limited to voting members and the quorum is determined by the number of voting members on the Committee in each term.

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: (Default) +Body (Calibri)

DRAFT

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil **Position:** Chair

LPC Mission Statement:
Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

The purpose of this worksheet is to allow each Committee, Subcommittee, Senate, or Union to review its charge, responsibilities, and membership yearly as documented in the [LPC Shared Governance Handbook](#). Committees should ensure that their charge supports the LPC Mission Statement and Accreditation Standards. This form will serve to document changes, if needed. If changes are requested, committees must obtain approval from any constituency groups involved prior to returning this form to the President's Office to be reviewed by College Council. Once approved by College Council, updates will be made to the Shared Governance Handbook.

Committee Academic Year Timeline

Month	Activity
February	<ul style="list-style-type: none"> • Committees discuss and finalize committee changes and/or structure. • Chair completes Governance Worksheet with or without changes and signs on behalf of the committee.
March	<ul style="list-style-type: none"> • Governance Worksheet goes forward to Academic Senate (if appropriate). • Governance Worksheet goes forward to College Council for approval. • College Council Meeting – Approvals of Governance Committee Changes. • If there are significant changes, Committee Chair or Designee must attend the Council Meeting.
April	<ul style="list-style-type: none"> • Shared Governance Participants' Document and Governance Handbook updated with committee changes. • President's Office sends reminder to Academic and Student Services Divisions, Classified Senate, and Administrators to update membership. • Student Services Division Meeting agenda item: committee memberships. • Admin Staff Meeting agenda item: committee memberships. • Classified Senate Meeting agenda item: committee memberships. • Academic Divisions Meeting agenda item: committee memberships.
May	<ul style="list-style-type: none"> • Admin Staff finalizes committee memberships. • Student Services Division finalizes committee memberships. • Classified Senate finalizes committee memberships. • Academic Divisions finalizes committee memberships. • Academic Divisions, Student Services Divisions, Classified Senate, and Admin Staff sends committee representation to President's Office for web site updates.
August	<ul style="list-style-type: none"> • President's Office posts DRAFT Governance Participants on website.
September	<ul style="list-style-type: none"> • Faculty Association sends list of appointments. • LPCSG sends list of appointments to President's Office. • Committees send President's Office Committee Chair selection. • President's Office posts FINAL Governance Participants on website. • Committee Chair/Support updates committee web site with changes and committee representation.

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Committee Tasks for 2024-25

Committee Name: Curriculum Committee

Form Completed by: Craig Kutil

Position: Chari

LPC Mission Statement:

Las Positas College provides an inclusive learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Instructions

List tasks the committee completed in 2024-2025 in support of the committee charge.

1. Reviewed and approved new courses and programs
2. Reviewed and approved course and program modifications and deactivations
3. Developed and approved Curriculum Committee Policies
4. Revised Curriculum Committee Charge and Committee Membership

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Use the information from the [Shared Governance Handbook](#) and the [Committee Participants](#) list to determine whether changes need to be made for 2025-2026.

1. Charge:

The Charge is satisfactory, no changes.

The Charge will change. The updated Charge is attached.

2. Reporting Relationship:

It is recommended the reporting relationship remains the same.

It is recommended the reporting relationship changes.

The committee will report to:

Academic Senate

College Council

Faculty Association

President

Vice President of _____

Other _____

3. Chairmanship:

It is recommended that the chair:

Selection remains the same

Selection method changes to: _____

LPC GOVERNANCE WORKSHEET FOR 2025-2026

4. Membership:

The committee has the expertise and collegial representation to successfully meet the charge; it is recommended membership remains the same.

The committee recommends membership changes to ensure expertise and collegial representation to successfully meet the charge.

Voting Members (list positions, not actual names): (e.g., V.P. of Student Services, 4 Classified, 1 faculty from each Division, etc.)

1. 2 faculty from each Division
2. Articulation Officer
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Total Voting Members: 11 Quorum (50% + 1): 6

Non-Voting Members (Advisors): (e.g., President, 2 students, 1 faculty from each Division, etc.)

1. Curriculum & Student Learning Outcomes Specialist
2. 1 Academic Services Division Dean
3. Vice President of Academic Services
4. Student Services Division Dean
5. 1 Student Government Representative
6. Curriculum & Scheduling Specialist(s)
7. Student Records Evaluator(s)

Members appointed by: (check all that apply)

<input checked="" type="checkbox"/> Academic Senate	<input type="checkbox"/> Faculty Association
<input type="checkbox"/> Classified Senate	<input type="checkbox"/> SEIU
<input type="checkbox"/> Administration	<input checked="" type="checkbox"/> Student Senate

5. Term: (check one)

LPC GOVERNANCE WORKSHEET FOR 2025-2026

1 year

2 years

Other

DRAFT

LPC GOVERNANCE WORKSHEET FOR 2025-2026

Committee Chair/Co-Chair Approval

Printed Name

Signature

Date

_____	_____	_____
_____	_____	_____

DRAFT