



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Agenda

Wednesday, September 21, 2022, 3:00 p.m.
Zoom Meeting: Link

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/96386192571>

Or iPhone one-tap (US Toll): +16699006833,96386192571# or +16694449171,96386192571#

Or Telephone:

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Meeting ID: 963 8619 2571

International numbers available: <https://cccconfer.zoom.us/u/abqJVu9Gkv>

Or Skype for Business (Lync): <SIP:96386192571@lync.zoom.us>

Members:

Sal Veas, <i>Chair</i>	Fariba Bolandhemat	Alex Ibaraki	Redelia Shaw
Patricia Ramos, <i>Vice Chair</i>	Susan Caggiano	Sharlene Joachim	Scott Silverman
Bren Antrim	Javier Cambron	Jacqueline Monge	Briana Simmons
Alyssa Arreola (A.S.)	Lisa Collins	Matthew Musselman	Lydia Strong
Jason Beardsley	Rachel Demski	Estela Narrie	Audra Wells
Mary Bober	Christina Gabler	Brandon Reilly	Associated Students Rep
Walter Butler	Aileen Huang	Janet Robinson	

Interested Parties:

Joelle Adams	Dione Carter	Kiersten Elliott	Maral Hyeler
Stephanie Amerian	Department Chairs	Kamiko Greenwood (A.S.)	Stacy Neal
Maria Bonin	Nathaniel Donahue	Tracie Hunter	Tammara Whitaker

Ex-Officio Members:

Jamar London

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes 3
- V. Chair's Report

VI. Information Items

- 1. Bachelor’s Degree Program Ad Hoc Committee Updates
- 2. DEI in Curriculum: Model Principles and Practices..... 14

(Non-Substantial Changes)

- 3. ESL 20A Advanced Grammar Workshop
- 4. ESL 20B Advanced Grammar and Editing
- 5. ESL 28 Academic Vocabulary Skills
- 6. NUTR 4 Healthy Lifestyle: Food and Fitness

VII. Action Items

(Courses: New)

- a. ESL 922 Conversation and Culture in the U.S. (Advisory: ESL 905).....21
- b. ESL 926 Advanced Grammar Workshop (Advisory: ESL 905 or ESL 965).....24
- c. ESL 927 Advanced Grammar and Editing (Advisory: ESL 905 or ESL 965)30
- d. ESL 976 Academic Vocabulary Skills (Advisory: ESL 905 or ESL 975)36

(Courses: Substantial Changes)

- e. PSYCH 11 Child Growth and Development.....42

(Courses: Distance Education)

- f. ASL 1 American Sign Language 146
- g. ESL 926 Advanced Grammar Workshop.....25
- h. ESL 927 Advanced Grammar and Editing31
- i. ESL 976 Academic Vocabulary Skills37
- j. JAPAN 8 Conversational Japanese50

(Programs: Revisions)

- k. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

X. Adjournment

Please notify Sal Veas, Patricia Ramos, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is October 5, 2022.



1900 Pico Boulevard Santa Monica, CA 90405
310.434.4611

Curriculum Committee Minutes

Wednesday, September 7, 2022, 3:00 p.m.
Zoom Meeting

Members Present:

Sal Veas, <i>Chair</i>	Fariba Bolandhemat	Aileen Huang	Brandon Reilly
Patricia Ramos, <i>Vice Chair</i>	Susan Caggiano	Alex Ibaraki	Janet Robinson
Bren Antrim	Javier Cambron	Sharlene Joachim	Redelia Shaw
Jason Beardsley	Lisa Collins	Jacqueline Monge	Scott Silverman
Mary Bober	Rachel Demski	Matt Musselman	Briana Simmons
Walter Butler	Christina Gabler	Estela Narrie	Audra Wells

Members Absent:

Lydia Strong

Others Present:

Luis Andrade	Sang Chi	Dana Nasser	Howard Stahl
Evelyn Chantani	Matthew Hank		

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:04 pm. Motion to approve the agenda with no revisions.

Motion made by: Bren Antrim; **Seconded by:** Fariba Bolandhemat

The motion passed unanimously. *(Aileen Huang and Briana Simmons not present)*

II. Public Comments

None

III. Announcements

Reminder to share with students that the Library is open Monday-Thursday from 8:00am-5:00pm

IV. Approval of Minutes

Motion to approve the minutes of June 1, 2022 with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Audra Wells

The motion passed unanimously. *(Aileen Huang not present)*

V. Chair’s Report

We’ll be having a META training session on Zoom next week – Tuesday, September 13, from 3:00-4:00 pm. Everyone is welcome – we’ll be recording the session, so if you’re not able to attend, we’ll have a link available shortly after.

VI. Information Items

1. Welcome and Committee Changes
Welcome to our new Curriculum Chair, Sal Veas, our new Curriculum Vice Chair, Patricia Ramos, and all of our new and returning members – Mary Bober, Walter Butler, Javier Cambron, Christina Gabler, Matt Musselman, and Janet Robinson!
2. Curriculum Institute – Sal Veas, Susan Caggiano, and Audra Wells

Recap of the Curriculum Institute, including Chancellor's Office data and support of AB 705/AB 1705, IDEA scheduling model, and the expanded Bachelor's Degree program.

Additional recapping/updates will be provided at future meetings re: a new edition of the PCAH (coming soon), work-based learning, credit for prior learning, noncredit mirroring, and a presentation by Steven Sedky and the Bachelor's Degree Task Force.

3. UC/IGETC/CSUGE Approvals/Updates – Estela Narrie

2022-2023 UC Approvals

- ART 53A
- ART 53B
- DANCE 13
- ETH ST 1
- GEOL 6
- GEOL/GEOG 12
- HIST 51
- KIN PE 29B
- KIN PE 56C
- KIN PE 56D
- MUSIC 44
- VAR PE 10V

KIN PE 29C (Denied due to technical error – will appeal)

2023-2024 UC Approvals

- ENGL 63
- ETH ST 6
- ETH ST 7
- SPAN 1A
- SPAN 1B

2022-2023 CSUGE Approvals

- COM ST 38: Area D
- ENGL 64: Area C2
- ETH ST 1: Area D/F
- FRENCH 20: Area C2
- GEOL 12: Area B1/B3 (pending IGETC)
- HIST 51: Area D (pending IGETC)
- JAPAN 9: Area C2
- KIN PE 29B: Area E
- KIN PE 29C: Area E
- KOREAN 9: Area C2
- MATH 41: Area B4
- VAR PE 10V: Area E

2022-2023 IGETC Approvals

- COM ST 38: Area 4
- ENGL 18: Area 3B
- ENGL 64: Area 3B
- FRENCH 20: Area 3B
- JAPAN 9: Area 3B
- KOREAN 9: Area 3B

4. META Clean-Up – Sal Veas, Rachel Demski

- Since moving to META, we've had a lot of old files in the system, in draft and in-review status, we'd like to work on cleaning up any old proposals in the system by October 31, 2022.
- For proposals in "draft" status, we're asking curriculum reps to check with the department if those drafts are still going forward, and if so, to work with the department to launch
- For proposals that are "in-review" status, if they haven't moved in over a year (since Fall 2021), we'll return those proposals to the curriculum representative queue in META to check with your department, so you may see "new" old proposals in your META queue.

5. Associate Degree for Transfer Versions – Jason Beardsley, Estela Narrie

- New versions have started for some ADT templates, requiring substantial changes, a new "2.0" version, and deactivation of the prior version of the degree.
- Ex: Business Administration launched Business Administration 2.0 ADT effective Fall 2022.
- A new version of the Communication Studies ADT just released, which will need to start Fall 2023
- Please see the memo from the Chancellor's Office (page 5)

6. Ethnic Studies Task Force – Sang Chi, Brandon Reilly, Luis Andrade

- Ethnic Studies 1 has been approved for CSUGE, UC, and is pending IGETC approval (it will be submitted in December.) We have 2 online and 1 on-ground section for Fall.
- The Ethnic Studies degree is being revised to be in-line with transfer/4-year institutions
- Ethnic Studies 6 and 7 were approved by UC and will be submitted for IGETC/CSUGE in December for a start date of Fall 2023
- Currently working on a COR for Introduction to Asian American Studies
- Also working on bringing in a consultant for the creation of Introduction to Indigenous Studies

- If interested in submitting a course for Area F, please meet with the Ethnic Studies task force

(Non-Substantial Changes)

7. CS 22 Introduction to Mobile Robots
8. CS 25 Embedded Systems
9. DESIGN 31 Interactive Advertising
10. DESIGN 41 Industry Project

VII. Action Items

(Courses: New)

- a. VAR PE 11D Intercollegiate Strength and Conditioning Speed and Agility Development
Motion to approve VAR PE 11D with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Scott Silverman
The motion passed unanimously. *(Aileen Huang not present)*

(Courses: Distance Education)

- b. BUS 64 Business Protocol and Professionalism
Motion to approve distance education for BUS 64 with revision to 4. Instructor's Technical Qualifications to remove training requirement language.

Motion made by: Scott Silverman; **Seconded by:** Bren Antrim
The motion passed unanimously. *(Aileen Huang not present)*

(Programs: Revisions)

- c. Data Science Certificate of Achievement

- Total units changed to 24 units (was 21-24 units)
- "Required Courses" units changed from 12 to 21 (added CS 82C, CS 87A, CS 87B)
- "R Track" (CS 82C) and "Python Track" (CS 87A/CS 87B) moved to "Required Courses"
- "Elective – Choose 1" (CS 79F or CS 79X) added
- "Choose 1 Track: R or Python" and "Choose 1 Track: Azure or AWS" removed

Motion to approve changes to Data Science Certificate of Achievement with no additional revisions.

Motion made by: Susan Caggiano; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously. *(Aileen Huang not present)*

- d. Database Applications Developer AS/Certificate of Achievement

- Total units changed to 21 units (was 27 units)
- "Required Courses" units changed from 18 to 12 (removed CS 15, moved CS 87A to track)
- "Select 1 course" changed from CS 77A/CS 77B to CS 61/CS 65/CS 79B/CS 79Y
- "Select 1 track" added – CS 55 and 56 OR CS 87A and 87B
- "Select two courses" and CS 19, CS 32, CS 33, CS 37, CS 73A, CS 83R, CS 85 removed

Motion to approve changes to Database Applications Developer AS/Certificate of Achievement with no additional revisions.

Motion made by: Estela Narrie; **Seconded by:** Fariba Bolandhemat
The motion passed unanimously. *(Aileen Huang not present)*

- e. Web Developer AS/Certificate of Achievement

- Total units changed to 27 units (was 30 units)
- "Required Courses" removed CS 73A, added CS 87A (no change in units)
- "Select 1" changed from 4 groups to 3 groups
(removed CS 32, CS 37; added CS 73C, CS 73L, CS 79Y, CS 79Z)

Motion to approve changes to Web Developer AS/Certificate of Achievement with no additional revisions.

Motion made by: Estela Narrie; **Seconded by:** Scott Silverman
The motion passed unanimously. *(Aileen Huang not present)*

- f. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

Motion made by: Scott Silverman; **Seconded by:** Susan Caggiano

The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:36 pm.

Motion made by: Bren Antrim; **Seconded by:** Lisa Collins

The motion passed unanimously.

TO: Chief Executive Officers
Chief Instructional Officers
Chief Student Services Officers
Academic Senate Presidents
Articulation Officers
Transfer Center Directors

FROM: Dr. Aisha Lowe, Vice Chancellor, Educational Services & Support

RE: Associate Degree for Transfer: Guidance on Degree Versioning Phase-Out

The purpose of this memorandum is to notify all colleges of policy changes regarding the phase-out of Associate Degree for Transfer (ADT) degree versions when the Transfer Model Curriculum (TMC) undergoes substantive changes. To date, only the Business Administration TMC has undergone a substantive change since the TMC was established in 2010. The guidance contained in this memorandum pertains to that TMC currently in transition and all TMCs that undergo changes in the future.

ADT Degree Phase-In

It is important to reiterate established policy regarding the phase-in of new TMCs, which includes any new TMC versions. Per Education Code 66746, colleges with an existing program (e.g., same TOP code) have eighteen (18) months from the date of a new TMC's release to activate a corresponding ADT degree. The Chancellor's Office releases new TMCs twice per year (February 1 and September 1).

ADT Degree Phase-Out

From this point forward, beginning on the release date of a new version of a TMC, all CSU campuses will retain similar pathways for no less than three years from the date of a new TMC's release. Once a new version of a TMC (e.g., Business Administration 2.0) has existed for three years, CSU campuses may opt to no longer designate similar pathways for the prior version (e.g., Business Administration 1.0). This three-year minimum in no way prohibits CSU campuses from continuing similar pathways for more than three years.

In instances where a new TMC version is released by the Chancellor's Office on February 1, availability of similar pathways to the CSU will persist through the end of the third academic year.

This policy change applies to the Business Administration 2.0 ADT and all future TMC version changes.

Version Management in the Chancellor’s Office Curriculum Inventory (COCI)

The Chancellor’s Office Curriculum Inventory (COCI) keeps record of each community college’s degree offerings both past and present. A degree that is currently being offered at a college is considered “active” in COCI, while a degree that is no longer offered at a college is considered “inactive.” With respect to degree versions, COCI currently allows for a college to simultaneously have two “active” versions of any given degree. **Going forward, COCI will be revised so that a college may only have one “active” version of a degree to ensure there is a clear transition to a new version when activated.** For example, a college will no longer be able to deem both versions of the Business Administration degree (i.e., versions 1.0 and 2.0) as “active” simultaneously. Once a new version of a degree (e.g., Business Administration 2.0) is approved by the Chancellor’s Office, colleges will begin the process of transitioning to the new version. Once a college deems that new version “active” in COCI, the college must ensure the prior degree version (e.g., Business Administration 1.0) is deemed “inactive” in COCI. While there may still be students completing version 1.0 of the degree locally, this will ensure all new students enroll in version 2.0 of the degree from that point forward. As noted above, that transition must take place within 18 months.

Student Catalog Rights and ADT Awards

Community colleges may continue to confer the prior degree version based on local college catalog rights. Students, especially part-time students, should be made aware of the reduced availability of CSU similar pathways after three years. Although CSU campuses may cease to accept an ADT after the three-year phase-out period, Cal State Apply will continue to list similar pathways beyond three years within the extended Cal State Apply profile section to allow applicants to indicate that they have received, or are in progress to receive, that ADT.

ADT Versioning Processes and Timelines Summary

The table below summarizes the ADT versioning processes and timelines:

ADT/TMC Degree Versions	CCCs transition to the new degree version within 18 months of its publication by the CCCCCO <ul style="list-style-type: none">• Revised versions are released every February 1 and September 1• Colleges transition to new version every August of the next year (ex. February 2022 – August 2023) or March two years from the release year (ex. September 2022 – March 2024).
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COCI Active Degrees	During the 18-month degree versioning transition, once a CCC activates version 2.0 of the degree, version 1.0 must become inactive and no longer accept new student enrollments. This can take place anytime within that 18-month time span.
Catalog Rights	Although version 2.0 is activated (and version 1.0 deactivated and closed to new enrollments), colleges will still need to “teach-out” version 1.0 per local students’ catalog rights.
CSU Similar Pathways	All CSU campuses will retain similar pathways for no less than three years from the date of a new TMC’s release. <ul style="list-style-type: none"> For versions released February 1, CSUs will retain similar pathways through the end of the spring term (three years later).
Cal State Apply Profile	The Cal State Apply profile section will continue to allow applicants to indicate that they have received, or are in progress to receive, a version 1.0 ADT beyond three years (to accommodate students who may need additional time to complete their degree).

Sample Timeline: Degree Versioning Phase-Out

Below is a timeline that uses the Business Administration ADT as an example of degree versioning phase-out. Appendix A provides a detailed version of this timeline.

Term	Activity
Spring 2021	Chancellor’s Office releases new TMC; 18-month phase-in begins; three-year CSU end-date clock begins. College-level new course development begins (as necessary). Submittal of degree approval requests to the Chancellor’s Office begins.
Fall 2021	Cal State Apply 2022-23 application cycle begins. Business Administration 1.0 pathways continue to be listed as similar major for CSU campuses.
Spring 2022	CCC Catalog production for 2022-23 academic year. Colleges with their Business Administration 2.0 degree listed as “approved” in the COCI can plan for a Fall 2022 activation and a Business Administration 1.0 inactivation.
Fall 2022	18-month deadline to activate Business Administration 2.0. Cal State Apply Fall 2023-24 application cycle begins. Business Administration 1.0 continues to be listed as similar major for CSU campuses.

ADT TMC Phase-Out Policy
August 4, 2022

Spring 2023	Students with catalog rights may still be awarded the Business Administration 1.0 degree beyond this term. Colleges whose Business Administration 2.0 degree are given “approved” status in the COCI after the 2022-23 catalog production deadline may activate the degree and inactivate the Business Administration 1.0 degree (if the college does spring catalog addendums). Otherwise, changes occur upon the release of the 2023-24 catalog.
Summer 2023	Cal State Apply Spring 2024 application cycle begins in August. Business Administration 1.0 continues to be listed as similar major for CSU campuses.
Fall 2023	Cal State Apply 2024-25 application cycle begins. Business Administration 1.0 similar pathway listings are now optional for CSU campuses.

Questions regarding this guidance should be directed to Bob Quinn at bquinn@cccco.edu.

cc: Dr. Daisy Gonzales, Interim Chancellor
Marty Alvarado, Executive Vice Chancellor, ESLEI
Rebecca Ruan-O'Shaughnessy, Vice Chancellor, Educational Services and Support
Ginni May, President, ASCCC
Dr. Brent Foster, Asst. Vice Chancellor & State Univ. Dean, CSUCO
Dr. April Grommo, Asst. Vice Chancellor, CSUCO
Beth Steffel, Chair, ASCSU
Intersegmental Curriculum Workgroup

Appendix A: Three Year TMC Phase-Out Process

Approximate Month(s)	Term	Responsibility	Task	Important Notes
Feb	Spring 2021	CCCCO	Business Administration 2.0 TMC available on CCCCCO website/18-month phase-in implementation for CCCs/3-year CSU end-date for similar majors (timeline starts).	TIMELINE BEGINS
Jan-May	Spring 2021	College	New course development.	
Jan-Aug	Spring 2021	College	Submit degree approval request to CCCCCO.	Only for CCCs that already have existing courses that meet Business Administration 2.0 TMC requirements.
Sep-Dec	Fall 2021	College	Submit degree approval request to CCCCCO.	Only for CCCs that were able to make curriculum changes in spring 2021 that meet Business Administration 2.0 TMC requirements.
Oct-Nov	Fall 2021	CSUCO	<u>Cal State Apply - 2022-2023 application cycle begins</u>	Business Administration 1.0 ADT and similar pathways are listed (within 3-year window).
Dec	Fall 2021	College	IGETC and CSUGE submissions.	Occurs in the month of December.
Jan-Apr	Spring 2022	College	Catalog production for 2022-23.	Advisory: CCCCCO approval of 2.0 TMC may not be available in time for 2022-23 catalog production. New students starting 2022-23 on the original TMC will have fewer similar pathway options after Spring 2024.

ADT TMC Phase-Out Policy

August 4, 2022

Approximate Month(s)	Term	Responsibility	Task	Important Notes
				CCCs can still award students who have catalog rights the original degree beyond Spring 2024.
Apr-May	Spring 2022	College	IGETC and CSUGE decisions received.	CCCs receive decisions April/May.
May-Aug	Spring 2022	College	Submit degree approval request to CCCCCO.	
Aug	Fall 2022	College	18-month phase-in deadline for new TMCs.	
Oct	Fall 2022	CCCCO	CCCCO notifies CCCs of TMC approvals/denials.	Once CCCCCO approves, CCCs will 1) activate Business Administration 2.0 in the COCI (must be for same term aligned with catalog), 2) inactivate Business Administration 1.0, and 3) publish the active ADT version in the catalog.
Sep-Dec	Fall 2022	College	CCCs notify students who have educational plans that indicate Business Administration.	Students will meet with a counselor to determine 1) which version best fits student's goal and 2) whether student meets CSU phase-out deadline to transfer by Spring 2024. NOTE: Business Administration major students need to consider their transfer term vs. CSU similar pathway phase-out date. NOTE: established CSU policy provides a pathway phase-out alert one year in advance.
Oct-Nov	Fall 2022	CSUCO	<u>Cal State Apply - 2023-24 application cycle begins</u>	Business Administration continues to be listed as similar major for CSU campuses. Spring 2024 is the last

ADT TMC Phase-Out Policy

August 4, 2022

Approximate Month(s)	Term	Responsibility	Task	Important Notes
				term CSU campuses are required to maintain similar pathways.
Jan-Apr	Spring 2023	College	Finalize catalog production for 2023-24 (varies by campus) which will include the new Business Administration 2.0 TMC approved from 2022.	Advisory: Colleges receiving late CCCCCO TMC approvals, where the college also allows spring catalog addendums, can activate the new 2.0 version and inactivate the 1.0 version this term.
Jul	Summer 2023	CSUCO	CSUCO uploads active ADT degrees provided by CCCCCO for Fall 2024 application cycle.	
Oct-Nov	Fall 2023	CSUCO	<u>Cal State Apply - 2024-25 application cycle begins</u>	Business Administration 1.0 will continue to be listed in Cal State Apply. Designating similar pathways is now optional for CSU campuses.



Image: Peralta Community College

DEI in Curriculum: Model Principles and Practices



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DEI in Curriculum: Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, “universal” values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

DEI IN CURRICULUM: MODEL PRINCIPLES AND PRACTICES

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • One dominant culture represented in textbooks and course materials. • High cost of course textbooks and materials. 	<ul style="list-style-type: none"> • Represent multiple cultures in textbooks and course materials. • Use low-cost and zero-cost textbooks/materials. • Use open educational resources. 	<ul style="list-style-type: none"> • Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives. • Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible. • Ensure textbooks and materials are accessible. • Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed. • For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Framework. 	<ul style="list-style-type: none"> • Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance. • Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials). • Ensure textbooks and materials are accessible. • Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
<ul style="list-style-type: none"> • Student-facing documents and descriptions focused on deficit-minded language. 	<ul style="list-style-type: none"> • Use asset-minded and decolonized language. 	<ul style="list-style-type: none"> • Shift language from impersonal verbiage and descriptions to warm, culturally responsive content. • Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves). • Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student. 	<ul style="list-style-type: none"> • Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies. • Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive. • Recommend and model rewording language from a colonized mindset to equity mindset.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • Institutional culture of deference to discipline faculty as the only experts on curriculum. 	<ul style="list-style-type: none"> • Interrogate systemic and institutional barriers. • Dismantle institutional deference to hierarchies that perpetuate barriers. • Move as a faculty collective toward antiracist critical consciousness. 	<ul style="list-style-type: none"> • Complete training and professional development on cultural curriculum audits. • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students. 	<ul style="list-style-type: none"> • Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR—see Rostrum article “Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record”.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> • Course syllabus is approached from a compliance and/or teacher-centered perspective. 	<ul style="list-style-type: none"> • Reframe practices and policies to serve as a co-learner and engage in a partnership. • Actively care for the whole human being in syllabi/classroom policies. • Democratize the student/teacher relationship and empower students' agency over their own learning. 	<ul style="list-style-type: none"> • Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers. • Understand and be sensitive to students' lived experiences. • Use flexible due dates and make room for students' needs. • Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below). • Communicate in the syllabus: <ul style="list-style-type: none"> • intention to create a classroom where students are cared for and valued as learners, • desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success, • belief that all students are expected to succeed, • actively promote awareness and critical examination dominant norms and broader social inequalities , • the value of students’ racial/ethnic backgrounds as sources of learning and knowledge, and, • actively promote awareness and critical examination of students’ assumptions, beliefs, and privilege. <p>(Source: Equity-Minded Inquiry Series Syllabus Review.)</p> <ul style="list-style-type: none"> • For additional resources and models of effective culturally responsive practices—see Center for Urban Education’s Equity-minded Inquiry Series Syllabus. • For resources on creating social belonging and supporting the whole student — see the College Transition Collaborative. 	<ul style="list-style-type: none"> • Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews. • Provide professional development to support culturally responsive practices.

Traditional Educational Practice Supporting research may be found at the end of this document.	Equity Principle Supporting research may be found at the end of this document.	Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:	Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:
<ul style="list-style-type: none"> Classroom experiences, assignments, and assessments are built from an individualist perspective. 	<ul style="list-style-type: none"> Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms. 	<ul style="list-style-type: none"> Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities. Be a warm demander and co-learner with students. Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.) 	<ul style="list-style-type: none"> Encourage assignments, practices, and assessments that are formative in addition to summative. Review for a variety of methods of evaluations, assignments, and assessments. Encourage and provide professional development for the creation of authentic assessments.
<ul style="list-style-type: none"> Assumption that only certain disciplines can address antiracism, diversity, and equity. Not recognizing ethnic studies as a well-established discipline. 	<ul style="list-style-type: none"> Weave DEI and culturally responsive practice into every course. Intentionally design ethnic studies courses with discipline experts. 	<ul style="list-style-type: none"> Use culturally responsive practices and a social justice lens in all disciplines. Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines. Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies. 	<ul style="list-style-type: none"> Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices. Maintain the fidelity of ethnic studies as a well-established discipline.
<ul style="list-style-type: none"> Siloed programs and service 	<ul style="list-style-type: none"> Use Guided Pathways frameworks. 	<ul style="list-style-type: none"> Rethink mapping and milestones within a student-centered focus. Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits. 	<ul style="list-style-type: none"> Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs. Involve students in the Guided Pathways decision-making process.

Glossary

Collectivism — an individual’s sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

Critical race theory — a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching — an educator’s ability to 1) recognize students’ cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

Equity-minded — a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor’s Office Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric — privileging European or Westernized values and ways of knowing as the norm or “default” while marginalizing alternative perspectives, histories, and knowledge.

Individualism — the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered — refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander — a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

Warm handoffs — directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up — instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

References

California Community Colleges Chancellor’s Office. (2020). Diversity, Equity, and Inclusion Glossary of Terms. <https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/vision-for-success/8-dei-glossary-of-terms.pdf>

Fortin, J. (2021). What is critical race theory? *New York Times*. <https://www.nytimes.com/article/what-is-critical-race-theory.html>.

Griffiths, H. et. al (2015). Theoretical perspectives on education. *Introduction to Sociology*. (2nd edition). Openstax. <https://openstax.org/books/introduction-sociology-2e/pages/16-2-theoretical-perspectives-on-education?query=individualism&target=%7B%22type%22%3A%22search%22%2C%22index%22%3A0%7D#import-auto-id1425924>.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Corwin. <https://www.edutopia.org/article/can-teachers-be-warm-demanders-during-pandemic>.

Hammond, Z. (Summer 2021). Integrating the science of learning and culturally responsive practice. *Liberatory Education*. American Educator <https://www.aft.org/ae/summer2021/hammond>.

Triandis, H. (1995) *Individualism and Collectivism*. Routledge.

New Course: ESL - NONCREDIT 922, Conversation and Culture in the U.S.

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Noncredit
Skills Advisory(s):	ESL NC 905
Proposed Start:	Spring 2023
TOP/SAM Code:	493086 - English as a Second Language - Speaking/Listening / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	ESL
Program Impact:	Advanced English as a Second Language Noncredit Certificate of Competency Low Advanced ESL Noncredit Certificate of Competency

Rationale

This noncredit ESL course is mirrored to the credit course ESL 15. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework, such as tuition fees, unit concerns, and course repeatability restrictions. Additionally, students who complete this class may earn career development and college preparation certificates of competency in ESL.

I. Catalog Description

This speaking/listening course for group "A", "B", and "C" level non-native speakers of English examines the cross-cultural differences that affect communication. It prepares students to understand and speak English more clearly and fluently in pairs, groups, class discussions, interviews, panels, and speeches. Conversation techniques, vocabulary acquisition, and reading, critical thinking, and problem-solving skills are employed.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. American Ways: An Introduction to American Culture, 4, Datesman, M., J. Crandall, and E. Kearny, Pearson © 2014, ISBN: 0131500864
2. Culturally Speaking, 3, Genzel, R. and M. Graves Cummings, Heinle/Cengage Learning © 2010
3. Essential Idioms in English: Phrasal Verbs and Collocations, 5th, Dixon, R., Pearson © 2003
4. Now You're Talking 1 Strategies for Conversation, Bragger, J.D., Heinle Cengage © 2012
5. Speaking of Values 2: Conversation and Listening, Mills, R, Pearson © 2006

III. Course Objectives

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

1. Recognize cross-cultural issues and express their ideas, primarily in speaking but also in written sentences, concerning these issues and share their own cultural perspectives cooperatively in pairs or small groups.
2. Demonstrate correct usage of expressions for successful communication, primarily in speaking but also in written sentences.
3. Use idiomatic expressions and collocations primarily in speaking but also in written sentences.
4. Identify key information in listening passages.
5. Identify and use discourse markers in speech.
6. Use approximately 150 new vocabulary items and/or idioms primarily in conversation but also in written sentences.
7. Identify and use correct intonation, conversation patterns, and non-verbal communication.
8. Plan, organize, and deliver oral presentations on cross-cultural experiences and issues.

IV. **Methods of Presentation:**

Lecture and Discussion, Discussion, Other Methods: Paired and small group discussions Individual, paired and small group presentations

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
20.000%	Learn to prepare and present speeches to the class
5.000%	Non-verbal communication
20.000%	Discussions about cultural values, culture shock, and how culture affects communication
20.000%	Vocabulary development
5.000%	Word stress and intonation patterns
5.000%	Accent and pronunciation refinement
10.000%	Conversation discourse markers
15.000%	Listening Comprehension
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Final exam
12%	Written assignments
18%	Oral Presentation: This includes several speaking assignments.
35%	Quizzes
15%	Final Project: Final speech = Final project
100%	Total

VII. **Sample Assignments:**

Sample Assignment 1: Step 1: Find a partner. Step 2: Partner 1 must choose a conversation starter and ask Partner 2 about a cultural practice that is different between their country and the U.S. Partner 1 writes down the answer. Step 3: Partner 2: Now you ask your partner about a cultural difference using a conversation starter. Now you write down Partner 1's response. Step 4: Add your information about similarities and differences to the list on the blackboard. Try to use new vocabulary from the unit. Step 5: After looking at the information on the blackboard (given by all of the pairs) use the new vocabulary to write a journal entry describing those aspects of U.S. culture that most surprised you.

Sample Assignment 2: Step 1: You will listen and read about a featured individual in your textbook. Step 2: In a group of four, discuss new vocabulary. Step 3: Listen a second time, and this time answer comprehension questions. Step 4: Produce a unit vocabulary journal, providing the vocabulary, parts of speech, and your own unique sentences that relate to you own life.

VIII. **Student Learning Outcomes:**

1. Objectively interpret American customs, non-verbal cues, and conversational style.
2. Identify and use conversational discourse markers.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

**Advisory Checklist and Worksheet: ESL 922
Proposed Advisory: ESL 905**

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 922

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

A)	Ask and answer questions in a more formal setting
B)	Confirm understanding of a conversation by asking questions on specific and general points and summarizing main points

EXIT SKILLS (objectives) FROM: ESL 905

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

1.	Ask and answer questions in a more formal setting
2.	Confirm understanding of a conversation by asking questions on specific and general points and summarizing main points

		ENTRANCE SKILLS FOR: ESL 922							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL: 905	1	X							
	2		X						
	3								
	4								
	5								
	6								
	7								
	8								

New Course: ESL - NONCREDIT 926, Advanced Grammar Workshop

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Noncredit
Skills Advisory(s):	ESL 905 or ESL 965
Proposed Start:	Spring 2023
TOP/SAM Code:	493084 - English as a Second Language - Writing / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	ESL
Program Impact:	Advanced English as a Second Language Noncredit Certificate of Competency Low Advanced ESL Noncredit Certificate of Competency

Rationale

This noncredit ESL course is mirrored to the credit course ESL 20A. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework such as tuition fees, unit concerns, and course repeatability restrictions. Students who complete this class may earn career development and college preparation certificates of competency in ESL.

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 20A-Advanced Grammar Workshop and is designed for noncredit students who wish to transition to credit coursework. This course is designed to increase a student's grammar and sentence-writing skills. Students will recognize and employ the sophisticated language necessary for successful completion of ESL 19A and ESL 19B. Concurrent enrollment in this course is highly recommended for success in ESL 19A and ESL 19B.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Elements of Success 3, Ediger, Anne M and Linda Lee, Oxford © 2014
2. Grammar Connections 4: Structure Through Content, Houck, N. and Hilles, S, Cengage © 2008

III. Course Objectives

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

1. Recognize and use appropriate word forms including gerunds and infinitives in dependent and independent clauses
2. Identify simple, compound, complex, and compound-complex sentences and edit for run-ons and fragments.
3. Produce simple, compound, complex, and compound-complex sentences using correct: adjective and adverb clauses; subject-verb agreement; verb tense and aspect; pronoun reference and agreement.
4. Edit for errors in the use of: subject-verb agreement; verb tense and aspect; modals of necessity and certainty; gerunds and infinitives; pronoun reference and agreement; fragments, comma splices, and run-ons; and punctuation.

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Other, Online instructor-provided resources

V. Course Content

% of Course	Topic
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25.000%	Clauses: adverbial, adjective, noun, and independent
20.000%	Sentence connectors & recognizing and repairing fragments and run-ons and punctuation
10.000%	Conditionals & modals
20.000%	Word form and function, gerunds and infinitives
25.000%	Verb tenses including passive voice
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Written assignments
30%	Exams/Tests
20%	Homework
20%	Final exam
100%	Total

VII. **Sample Assignments:**

Active and Passive Verb Form Identification: Step 1: Look at the handout that you have been given. Identify the verbs in the paragraph by underlining them. Step 2: Circle any verbs that need to be changed to passive voice. Step 3: Work in a small group to determine the correct and incorrect use of active and passive verb forms.

Present Unreal Conditional Conversation Practice: Step 1: Find a partner. Answer the following question: What would you do if you won a million dollars? Step 2: Tell your partner what you would do. Step 3: Summarize your partner's ideas by finishing the following statement, "If _____ won a million dollars, he/she _____." Be sure to correctly use unreal conditionals. Step 4: Share your summary of your partner's answer with the class.

VIII. **Student Learning Outcomes:**

1. Identify simple, compound, and complex sentences; edit for fragments/run-ons and punctuation. As assessed by: a test on which students are given a series of student-generated sentences for which they identify sentence types and edit for fragments, run-ons, and punctuation.
2. Construct sentences with correct adjective and adverb clauses. As assessed by: a test on which students are given sets of simple sentences to combine to form complex sentences correctly using adjective and adverb clauses.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

ESL 926 Distance Education Application

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher communication. The instructor will also provide instructions and support as needed for course navigation and/or information in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Speed Grader as well as comments shared publicly and privately in LMS Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in LMS Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, and/or Zoom/Face Time office hours.

1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in the Learning Management System and/or in live video conferencing sessions/breakout rooms. Students will participate in weekly asynchronous threaded discussions. Most discussions will require students to respond to classmates. There will be small group and pair activities throughout the course. Students will be able to communicate with each other in a Student Lounge discussion board or a LMS chat room where they may interact with classmates regarding non-course-related topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course material. Course content may be presented in PowerPoint presentations, audio and video segments, readings, downloadable grammar assignments, and other handouts. Students will engage with the course content in weekly asynchronous threaded and group discussions. Students will complete writing assignments that focus on the unit’s theme and grammar points. Writing assignments will be completed in the LMS via quizzes, online submission (uploading documents), text submission, and collaborative documents (Google Documents, Padlet). Students will complete low-stakes formative assessments and summative assessments in the LMS quizzes.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Discussion Boards	Students respond to questions in online discussion boards highlighting the target grammar structure being studied in class.	5.00%
Online Lecture	Online lectures recorded in the LMS and/or presented in live video-conferencing session	5.00%
Videos	Links to videos are linked in the LMS to explore the weekly theme and for students to learn and review key grammar points. All videos will be close-captioned.	5.00%
Exams	Students complete formative assessments and summative tests in every unit	45.00%
Written assignments	Students compose written work on a variety of topics using a writing process and incorporating key grammar.	30.00%
Threaded Discussions	Students post responses to discussion questions in online discussion boards. Students submit comments and questions for other students.	10.00%

2. Organization of Content:

The course will be divided into weekly modules based on a theme that corresponds to units in the course textbook. Each module includes an objectives and assignments page which identifies the weekly required activities, such as threaded discussions exploring the theme, online lectures and video presentations, practice activities and writing assignments, as well as quizzes and tests.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Discussion Boards/Threaded Discussions	Rubric with clear expectations
30.00%	Writing Assignments	Rubric with clear expectations
40.00%	Quizzes and Tests	Formative & Summative Quizzes/Tests
20.00%	Grammar Practice Assignments	Low stakes practice activities administered through LMS Quizzes with teacher feedback shared in LMS as appropriate

4. Instructor's Technical Qualifications:

Instructors should have completed training on the learning management system used by the college. The instructor should be knowledgeable of accessibility resources on and off-campus. Instructors should be able to use videoconferencing software such as ConferZoom. The instructor should have a facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructors should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructors will be able to access and use the publisher’s online resources and possess a willingness to stay current as technology changes.

5. Student Support Services:

Support services that should be integrated into the online classroom will include links to the SMC bookstore, the SMC Library, the ESL Department website, ESL Tutoring information, Student Support Services, International Counseling, Center for Wellness, Campus Police, DSPS, LMS support, and videoconferencing system support.

6. Accessibility Requirements:

Course Navigation: A clear homepage for the course will be established in the LMS. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of the LMS will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in the LMS). Web links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Meetings: These files will be properly captioned and edited for grammar and accuracy.

7. Representative Online Lesson or Activity:

Course Objective: Produce simple, compound, complex, and compound-complex sentences using correct: adjective and adverb clauses; subject-verb agreement; verb tense and aspect; pronoun reference and agreement.

Favorite Musician: Pronoun Reference Scavenger Hunt

Directions:

1. Go to your favorite artist's Wikipedia page.
2. Look for a piece of text (3-5 sentences long) that will provide the class some basic information about your favorite musical artist or band. Make sure that there are pronoun references in the piece of text.
3. Copy and paste the text into the threaded discussion board.
4. In the copied piece of text, highlight the pronouns and explain what antecedent the pronoun is referring to.
5. Explain what you like about the band / musician.
6. Add a link to the Wikipedia page and/or a link to a YouTube video of the artist/band.
7. Comment on your classmates' posts in the threaded discussion board.

Advisory Checklist and Worksheet: ESL 926
Proposed Advisory: ESL 905

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 926

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

A)	Gather information from multiple print and digital sources using advanced search terms.
B)	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
C)	Take notes on a short lecture, presentation or interview on paper or using digital devices.

EXIT SKILLS (objectives) FROM: ESL 905

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

1.	Gather information from multiple print and digital sources using advanced search terms.
2.	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
3.	Take notes on a short lecture, presentation or interview on paper or using digital devices.

		ENTRANCE SKILLS FOR: ESL 926							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL: 905	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Advisory Checklist and Worksheet: ESL 926
Proposed Advisory: ESL 965

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 926

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

A)	Employ a writing process to generate written work.
B)	Edit written work for grammatical form, sentence boundaries, and spelling
C)	Use digital sources and appropriate search terms to locate and share information from multiple sources.

EXIT SKILLS (objectives) FROM: ESL 965

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

1.	Employ a writing process to generate written work.
2.	Edit written work for grammatical form, sentence boundaries, and spelling
3.	Use digital sources and appropriate search terms to locate and share information from multiple sources.

		ENTRANCE SKILLS FOR: ESL 926							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 965	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

New Course: ESL - NONCREDIT 927, Advanced Grammar and Editing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Noncredit
Skills Advisory(s):	ESL 905 or ESL 965
Proposed Start:	Spring 2023
TOP/SAM Code:	493084 - English as a Second Language - Writing / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	ESL
Program Impact:	Advanced English as a Second Language Noncredit Certificate of Competency Low Advanced ESL Noncredit Certificate of Competency

Rationale

This noncredit ESL course is mirrored to the credit course ESL 20B. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework, such as tuition fees, unit concerns, and course repeatability restrictions. Additionally, students who complete this class may earn career development and college preparation certificates of competency in ESL.

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 20B-Advanced Grammar and Editing and is designed for noncredit students who wish to transition to credit coursework. This is an advanced grammar course designed to improve a student's syntax and editing proficiency. Concurrent enrollment in this course is highly recommended for success in ESL 19A and ESL 19B.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Advanced Grammar, Schmidt, H.H., Pearson © 2015
2. Elements of Success 4, Ediger, A.M., Santamaria, J.C., Falk, R., Oxford © 2016
3. Grammar Connections 5, Cake, Cathleen K, National Geographic Learning © 2008
4. Grammar in Context 3, Elbaum, S, National Geographic Learning © 2021
5. Writing Clearly, Lane, Janet and Lange, Ellen, National Geographic Learning © 2012

III. Course Objectives

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

1. Use appropriate word forms, including gerunds and infinitives and participial adjectives in dependent and independent clauses.
2. Use articles and count/non count nouns correctly and edit for noun and article errors.
3. Construct simple, compound, complex and compound-complex sentences with correct noun, adjective, and adverb clauses, employing a variety of connectors; edit for fragments and run-ons and apply rules of punctuation focusing on commas, semi-colons, and apostrophes.
4. Use vocabulary appropriate to academic register; edit for usage and clarity.
5. Correct subject-verb agreement in all sentences; edit for subject-verb errors in independent and dependent clauses.
6. Edit for parallelism at the word, phrase, and clause level.
7. Edit for pronoun reference and agreement.
8. Compose paragraphs and revise for clarity and grammar.
9. Use modals and accurately employ real and unreal conditionals.
10. Accurately and effectively paraphrase, use reported speech, and embed quotes.

IV. **Methods of Presentation:**

Lecture and Discussion, Discussion, Group Work, Online instructor-provided resources

V. **Course Content**

% of Course	Topic
20.000%	Editing for grammar and mechanics
15.000%	Word forms and choice, register
20.000%	Paraphrasing, reported speech, quote embedding
5.000%	Noun system: articles, count/non count, singular and plural forms
15.000%	Sentence structure and clause combining
15.000%	Verb tenses and forms and passives
10.000%	Conditionals & modals
100.000%	Total

VI. **Methods of Evaluation**

% of Course	Topic
30%	Exams/Tests
20%	Homework
30%	Written assignments
20%	Final exam
100%	Total

VII. **Sample Assignments:**

WebQuest/Authentic Source Search: Step 1: Locate a short passage (2-4 sentences) and identify sentence types by analyzing clauses and connectors. Step 2: Share your sentence examples and sources with a partner or in a small group (or in threaded discussions).

Article Use: (After studying the rules for article use in geographic names): Step 1: Using the handout about geographic names in the U.S., ask your classmates questions using correct articles. Step 3: Listen carefully to your classmates' responses and point out errors in the use of correct articles (this can also be done in a threaded discussions). For example, Question: "What is the name of the highest peak in the Santa Monica Mountains?" Answer: "The highest peak in the Santa Monica Mountains is Sandstone Peak."

VIII. **Student Learning Outcomes:**

1. Compose a paragraph and revise for clarity, coherence and cohesion, and sentence-level grammar. As assessed by: a student-generated paragraph, graded with a rubric.
2. Use reported speech to paraphrase a direct quote, employing noun clauses and proper pronouns, time words, and verb tense changes. As assessed by: a paraphrase of a dialogue graded with a rubric.
3. Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

ESL 927 Distance Education Application

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher

communication. The instructor will also provide instructions and support as needed for course navigation and/or in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Speed Grader as well as with comments shared publicly and privately in LMS Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in LMS Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, and/or live videoconferencing office hours.

1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in the Learning Management System and/or in live video conferencing sessions/breakout rooms. Students will participate in weekly asynchronous threaded discussions. Most discussions will require students to respond to classmates. There will be small group and pair activities throughout the course. Students will be able to communicate with each other in a Student Lounge discussion board or a chat room where they can interact with classmates regarding non-course-related topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course materials. Course content may be presented in PowerPoint presentations, audio and video segments, readings, downloadable grammar assignments, and other handouts. Students will engage with the course content in weekly asynchronous threaded and group discussions. Students will complete writing assignments that focus on the unit's theme and grammar points. Writing assignments will be completed in the LMS via quizzes, online submission (uploading documents), text submission, and collaborative documents (Google Documents, Padlet). Students will complete low-stakes formative assessments and summative assessments in the LMS quizzes.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Threaded Discussions	Students post responses to discussion questions in online discussion boards. Students submit comments and/or questions and share feedback with their peers.	10.00%
Online Lecture	Online lectures recorded in the LMS and/or presented in live video-conferencing session	5.00%
Videos	Links to videos are linked in the LMS to explore the weekly theme and for students to learn and review key grammar points. All videos will be close-captioned.	5.00%
Exams	Students complete formative assessments and summative tests in every unit	45.00%
Written assignments	Students compose written work on a variety of topics using a writing process and incorporating key grammar.	30.00%
Peer Feedback	Students provide feedback to their peers in group and pair grammar practice activities.	5.00%

2. Organization of Content:

The course will be divided into weekly modules that correspond to units in the course textbook. Each module includes an objectives and assignments page which identifies the weekly required activities, such as threaded discussions, online lectures and video presentations, practice activities and writing assignments, as well as quizzes and tests.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Threaded discussion	Rubric with clear expectations
30.00%	Writing Assignments	Rubric with clear expectations
50.00%	Quizzes and Tests	Formative & Summative Quizzes/Tests in the LMS
10.00%	Grammar Practice Assignments	Low stakes practice activities administered through LMS Quizzes with teacher feedback shared in LMS as appropriate

4. Instructor's Technical Qualifications:

Instructors should have completed training on the learning management system used by the college. The instructor should be knowledgeable of accessibility resources on and off-campus. Instructors should be able to use

videoconferencing software such as ConferZoom. The instructor should have a facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructors should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructors will be able to access and use the publisher's online resources and possess a willingness to stay current as technology changes.

5. Student Support Services:

Support services that should be integrated into the online classroom will include links to the SMC bookstore, the SMC Library, the ESL Department website, ESL Tutoring information, Student Support Services, International Counseling, Center for Wellness, Campus Police, DSPS, LMS support, and videoconferencing system support if applicable.

6. Accessibility Requirements:

Course Navigation: A clear homepage for the course will be established in the LMS. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of the LMS will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in the LMS). Web links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Meetings: These files will be properly captioned and edited for grammar and accuracy.

7. Representative Online Lesson or Activity:

Reported Speech Discussion Activity

Course Objective: Accurately and effectively paraphrase, use reported speech, and embed quotes.

Directions:

1. Click "reply" below to post a WH- questions (questions that begin with When, Where, Why, Who, Whose, What, Which, or How) to one of your classmates.
2. Your partner will post a WH- questions for you. Answer his/her question in a complete sentence.
3. In a separate post, use reported speech to report on you and your partner's conversation using statements that include noun clauses. Highlight the noun clauses. For example:

Student 1: Why did you come to SMC?

Student 2: I came to SMC because it is a good school.

Student 2: Mei asked me why I came to SMC. I replied that I wanted to come to SMC because it was a good school.

4. To get full credit, you must post a question, an answer, and a summary of your conversation that includes noun clauses.

Advisory Checklist and Worksheet: ESL 927
Proposed Advisory: ESL 905

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 927

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

A)	Gather information from multiple print and digital sources using advanced search terms.
B)	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
C)	Take notes on a short lecture, presentation or interview on paper or using digital devices.

EXIT SKILLS (objectives) FROM: ESL 905

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

1.	Gather information from multiple print and digital sources using advanced search terms.
2.	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
3.	Take notes on a short lecture, presentation or interview on paper or using digital devices.

		ENTRANCE SKILLS FOR: ESL 927							
		A	B	C	D	E	F	G	H
EXIT SKILLS FROM: ESL: 905	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Advisory Checklist and Worksheet: ESL 927
Proposed Advisory: ESL 965

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 927

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

A)	Employ a writing process to generate written work.
B)	Edit written work for grammatical form, sentence boundaries, and spelling
C)	Use digital sources and appropriate search terms to locate and share information from multiple sources.

EXIT SKILLS (objectives) FROM: ESL 965

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

1.	Employ a writing process to generate written work.
2.	Edit written work for grammatical form, sentence boundaries, and spelling
3.	Use digital sources and appropriate search terms to locate and share information from multiple sources.

		ENTRANCE SKILLS FOR: ESL 927							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 965	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

New Course: ESL - NONCREDIT 976, Academic Vocabulary Skills

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	None
Degree Applicability:	Noncredit
Skills Advisory(s):	ESL 905 or ESL 975
Proposed Start:	Spring 2023
TOP/SAM Code:	493084 - English as a Second Language - Writing / E - Non-Occupational
Grading:	Noncredit (Progress Indicators Used)
Repeatability:	Yes
Library:	Library has adequate materials to support course
Minimum Qualification:	ESL
Program Impact:	Advanced English as a Second Language Noncredit Certificate of Competency Low Advanced ESL Noncredit Certificate of Competency

Rationale

This noncredit ESL course is mirrored to the credit course ESL 28. The noncredit course serves as a bridge for noncredit students to transition to credit while allowing them the opportunity to explore the rigor and expectations of credit courses without the pressures of credit coursework such as tuition fees, unit concerns, and course repeatability restrictions. Students who complete this class may earn career development and college preparation certificates of competency in ESL.

I. Catalog Description

This noncredit ESL course is mirrored to the credit course ESL 28-Academic Vocabulary Skills. This course is designed for noncredit students who wish to transition to credit coursework and develop their techniques for understanding academic vocabulary and using English words idiomatically. It emphasizes context and usage of vocabulary from the Academic Word List (Coxhead 2000) or a similar corpus. Students will learn to comprehend and use approximately 200 words from the AWL to improve their reading comprehension, speaking, listening, and writing skills for academic success.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Academic Vocabulary in Use, McCarthy, Michael and Felicity O'Dell., Cambridge © 2008
2. Essential Academic Vocabulary: Mastering the Complete Academic Word List, Huntley, Helen, Heinle © 2005
3. Focus on Vocabulary 2: Mastering the Academic Word List, Schmitt, Diane and Norbert Schmitt., Pearson Ed © 2011
4. Inside Reading 3: The Academic Word List in Context, Rubin, Bruce, Oxford © 2009
5. Inside Reading 3: The Academic Word List in Context, Rubin, Bruce, Oxford © 2009

III. Course Objectives

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

1. Restate, paraphrase, and explain the meaning of passages using academic vocabulary
2. Analyze context to determine meaning, form, and use of words
3. Analyze roots and affixes to determine meaning of new vocabulary
4. Identify word families and word forms
5. Use a dictionary to determine appropriate meaning of a word in a given context
6. Use appropriate word forms of new vocabulary
7. Employ strategies for learning academic vocabulary
8. Use approximately 200 lexical items from the Academic Word List
9. Recognize and identify the meaning of approximately 500 lexical items from the Academic Word List in context
10. Compose sentences and paragraphs using academic vocabulary and collocations

IV. Methods of Presentation:

Lecture and Discussion, Group Work, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Introduction to Internet tools
20.000%	Sentence and paragraph writing using new vocabulary
25.000%	Practice of new words and fundamental concepts
50.000%	Fundamental concepts: collocations, multi-word verbs, idioms, count and non-count nouns, transitive and intransitive verbs, connotations, inferences, register, ways to study vocabulary, word families, word use, and vocabulary learning strategies. Synonymy, antonymy, and degree.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
50%	Exams/Tests: Chapter tests
20%	Final exam
30%	Homework
100%	Total

VII. Sample Assignments:

Written Paragraph: Write a paragraph answering the question. Use ten of the fifteen words on our vocabulary list. Underline the vocabulary words you have used. Be sure to use the correct form of the word.

Paraphrasing: Read the model sentences. Note the target vocabulary words in bold. Paraphrase the sentences using different forms of the vocabulary words that appear in the model sentences.

VIII. Student Learning Outcomes:

- Given an unknown word in a sentence, analyze the word form and context clues (position in sentence, cohesive markers, example clues, appositives, or other embedded definitions) in order to determine the meaning and usage of the new word.
- Write sentences and paragraphs, integrating words from the Academic Word List accurately and idiomatically.
- Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.
- Exhibit strong academic behaviors: regular attendance, timeliness, participation in class activities, perseverance, and adherence to the College Honor Code.

ESL NC 976 Distance Education Application

- Online/Classroom Hybrid (not a delivery option when campus is closed)
- Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and ongoing communication exchanges between the instructor and each student. The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how students can communicate with the instructor and expectations and parameters for student-teacher communication. The instructor will also provide instructions and support as needed for course navigation and/or information in an ongoing Q and A Discussion/Virtual Office where students can ask questions and receive assistance regarding the course. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance in the LMS Speed Grader as well as comments shared publicly and privately in LMS Discussions, Quizzes, and Assignments. The instructor will send weekly reminders of upcoming due dates in LMS Announcements and via email. The instructor will be available to respond to students via email, LMS Inbox, LMS Virtual Office and/or live video-conferencing office hours.

1b. Student - Student Interaction:

Students will communicate with their classmates throughout the course regarding course content and everyday life in the Learning Management System and/or in live video conferencing sessions/breakout rooms. Students will participate in weekly asynchronous threaded discussions. Most discussions will require students to respond to their classmates. There will be small group and pair activities throughout the course. Students will be able to communicate with each other in a Student Lounge discussion board or a LMS chat room where they will have the opportunity to interact with classmates regarding non-course-related topics.

1c. Student - Content Interaction:

Students will interact with course content on a weekly basis and will have regular opportunities to assess their comprehension of course material. Course content may be presented in PowerPoint presentations, lectures, audio and video segments, weekly readings, downloadable assignments, and other handouts. Students will engage with the course content in weekly asynchronous threaded and group discussions. Students will complete weekly journal writing assignments that focus on the unit's theme and vocabulary. Writing assignments will be completed in the LMS via quizzes, online submission (uploading documents), text submission, and collaborative documents (Google Documents, Padlet). Students will complete low-stakes formative assessments and summative assessments to assess their understanding of the course content in the LMS quizzes.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Online lectures recorded in the LMS and/or presented in live video-conferencing session	10.00%
Discussion Boards	Students discuss course content and interact with peers in weekly online discussion boards highlighting the target vocabulary being studied in class.	15.00%
Exams	Students complete weekly formative and summative assessments in the LMS Quizzes.	50.00%
Written assignments	Students compose written work on a variety of topics including weekly journals incorporating key vocabulary, summary writing assignments, and an essay.	15.00%
Other (describe)	Students complete weekly readings on a variety of topics and complete corresponding exercises in the LMS.	10.00%

2. Organization of Content:

The course will be divided into weekly modules based on a theme and featuring key vocabulary acquisition and writing skills. Each module includes an objectives and assignments page which identifies the weekly required activities, such as threaded discussions, online lectures and video presentations, weekly readings, practice activities and writing assignments, as well as quizzes and tests.

3. Assessments:

% of grade	Activity	Assessment Method
12.00%	Homework	Low stakes practice activities administered through LMS Quizzes with teacher feedback shared in LMS as appropriate.
12.00%	Threaded discussions	Rubric with clear expectations.
11.00%	Writing Assignments	Rubric with clear expectations. Instructor feedback provided in LMS Speedgrader.
44.00%	Quizzes	Weekly formative and summative quizzes in LMS Quizzes.
21.00%	Final Exam	Summative final exam in LMS quizzes.

4. Instructor's Technical Qualifications:

Instructors should have completed training on the learning management system used by the college. The instructor should be knowledgeable of accessibility resources on and off-campus. Instructors should be able to use videoconferencing software such as ConferZoom. The instructor should have a facility with Microsoft Office (PowerPoint, Word) and document sharing in Google Drive, and video editing software such as Loom, Snagit, or ScreenCast. Instructors should be familiar with some third-party websites such as Quizlet, Padlet, Kahoot, and Flipgrid. Instructors will be able to access and use the publisher's online resources and possess a willingness to stay current as technology changes.

5. Student Support Services:

Support services that should be integrated into the online classroom will include links to the SMC bookstore, the SMC Library, the ESL Department website, ESL Tutoring information, Student Support Services, International Counseling, Center for Wellness, Campus Police, DSPS, LMS support, and videoconferencing system support.

6. Accessibility Requirements:

Course Navigation: A clear homepage for the course will be established in the LMS. The homepage features HTML color-formatted banners (for page titles) and HTML color-formatted buttons to modules, information pages, etc. All unused sections of the LMS will be hidden. 2. Images and graphs: All images and graphs (not decorative) will include alternative descriptive text. 3. Content Pages will be divided into manageable sections. Each section will begin with a heading style and body text will use paragraph styles and appropriate font and color contrast when necessary. 4. Charts: Charts will include a descriptor and heading row/column titles to categorize chart information. 5. Links: Links are reformatted to have a specific name or titles (web addresses will not be used to indicate clickable links in the LMS). Web links to external pages should be formatted to open in a new browser tab or window. 6. Videos and Recorded Meetings: These files will be properly captioned and edited for grammar and accuracy.

7. Representative Online Lesson or Activity:

Collaborative Class Dictionary

Objective: Employ strategies for learning academic vocabulary.

1. Find your name and assigned vocabulary word in the shared Google slide document.
2. Using a dictionary such as Longman, Merriam-Webster, or Oxford Learner's Dictionary enter the form, related forms, meaning and use of your assigned vocabulary word in the relevant sections of the slide.
3. Add two original sentences using the vocabulary word in two different forms. Be sure to write your own original sentences. Do not copy from any source.
4. Add a picture to the slide.
5. Use this shared document to review for our quiz.

Advisory Checklist and Worksheet: ESL 976
Proposed Advisory: ESL 905

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 976

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

A)	Use context to infer word meaning by examining word forms, connectors, negatives such as NOT, affixes, and example clues.
B)	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
C)	Take notes on a short lecture, presentation or interview on paper or using digital devices.

EXIT SKILLS (objectives) FROM: ESL 905

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

1.	Use context to infer word meaning by examining word forms, connectors, negatives such as NOT, affixes, and example clues.
2.	Compose 3-4 paragraphs for various purposes employing the steps of a writing process.
3.	Take notes on a short lecture, presentation or interview on paper or using digital devices.

		ENTRANCE SKILLS FOR: ESL 976							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL: 905	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Advisory Checklist and Worksheet: ESL 976
Proposed Advisory: ESL 975

SECTION 1 - CONTENT REVIEW:

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

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: ESL 976

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

A)	Use an English-English dictionary to determine word use, spelling, forms, and definitions.
B)	Compose written texts incorporating target vocabulary.
C)	Edit written work for spelling, word form and word choice.

EXIT SKILLS (objectives) FROM: ESL 975

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

1.	Use an English-English dictionary to determine word use, spelling, forms, and definitions.
2.	Compose written texts incorporating target vocabulary.
3.	Edit written work for spelling, word form and word choice.

		ENTRANCE SKILLS FOR: ESL 976							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: ESL 975	1	X							
	2		X						
	3			X					
	4								
	5								
	6								
	7								
	8								

Substantial Change: PSYCHOLOGY 11, Child Growth and Development

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
C-ID:	CDEV 100
Transferability:	Transfers to CSU, UC
IGETC Area:	4I: Psychology
CSU GE Area:	D9 – Psychology; E - Lifelong Understanding and Self-Development
SMC GE Area:	Area II-B: Social Science (Group B)
Advisory:	Eligibility for English 1
Degree Applicability:	Credit - Degree Applicable

Rationale

Wording changes were made to align with the California ECE Curriculum Alignment Project's updated recommendations for the course outline of record and new state Transitional Kindergarten certificate.

I. Catalog Description

This course will examine the major developmental milestones for children, both typically and atypically developing, from conception through adolescence in the areas of physical, psychosocial, and cognitive development. Emphasis will be on interactions between maturational and environmental factors within a culturally sensitive framework. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Infants, Children, and Adolescents, 7th, Berk, Laura , Pearson Publishing © 2012, ISBN: 9781256654742
2. Lifespan Development: A Psychological Perspective, 2nd, Lally, Martha, Valentine-French, Suzanne , Open Textbook Library, <https://open.umn.edu/opentextbooks/textbooks/540> © 2019

III. Course Objectives

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

1. Examine and use developmental theories to explain and plan for children's development and learning.
2. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.
3. Identify the typical progression of development across all domains, including physical, social/emotional, cognitive and language domains.
4. Differentiate between characteristics of typical and atypical development.
5. Apply objective and ethical techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures, and backgrounds and their caregivers.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Other Methods: Lectures, small and large group discussions, simulations, role play activities, videos, films, child observations, guest lecturers, small group activities

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.000%	Current and historical theories of child development and learning
24.000%	Influences on development: <ul style="list-style-type: none"> • Biological factors <ul style="list-style-type: none"> ○ Heredity and Genetics

	<ul style="list-style-type: none"> ○ Maturation ● Environmental influences ● Supporting optimal development in school and at home ● Contexts of development <ul style="list-style-type: none"> ○ Cultural ○ Socio-economic ○ Historical perspective ○ Societal ● Other influences, including but not limited to <ul style="list-style-type: none"> ○ Family and parenting styles ○ Schools and teachers ○ Community support and resources ○ Socio-political climate
56.000%	<p>Typical and atypical development in infancy, toddlerhood, early childhood, middle childhood, and adolescence in the domains of:</p> <ul style="list-style-type: none"> ● . Conception, prenatal development, and birth <ul style="list-style-type: none"> ○ Influences on healthy development and birth ○ Cultural variations ○ Parenting a newborn ● Physical <ul style="list-style-type: none"> ○ Growth and health ○ Brain development ○ Fine and gross motor ○ Gender and sexuality ● Cognitive <ul style="list-style-type: none"> ○ Learning ○ Memory ○ Processing skills ○ Moral development ○ Learning disabilities ○ Language ○ First and dual language development ○ Literacy development ● Socioemotional <ul style="list-style-type: none"> ○ Temperament ○ Attachment ○ Relationships <ul style="list-style-type: none"> ▪ Peers and Friendships ▪ Families ○ Self-Concept ○ Self-Esteem ○ Self-Regulation ○ Impact of guidance and discipline
2.000%	<p>Risk Factors including but not limited to:</p> <ul style="list-style-type: none"> ● Forms of abuse and neglect ● Trauma ● Housing and food insecurity ● Substance abuse and addictions ● Mental health
6.000%	<p>Observing Children:</p> <ul style="list-style-type: none"> ● Methodology ● Objective and subjective reporting ● Ethical considerations
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
--------------------	--------------

5%	Class Participation
25%	Exams/Tests
30%	Papers: Observations/Papers
40%	Quizzes
100%	Total

VII. **Sample Assignments:**

Research Involving Children: In order to become familiar with the ethical and legal aspects of conducting experiments with children, students are asked to access sources that outline protections for research with children (e.g. <https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/children-research/index.html>). Students will submit a response to the following questions: 1. What are children's ethical rights? 2. What does the law state (U.S; Supreme Court: Prince v. Massachusetts, 1944) state in regards to psychological experiments that require children to participate? 3. How can we guard the rights of children while still utilizing them as experimental subjects? 4. What are the pros and cons of allowing children to participate in experiments?

Observing & Young Children's Emotions: Students will locate and observe young children in a group setting such as a park, playground, school, or in their own neighborhood. Students will carefully observe a child for an hour, during intervals of 5 -10 minutes. 1. For each observational interval, students will code the kind of emotion or emotions the child demonstrates and describe the situations and peers involved in the emotional displays. 2. Students will write a summary about a) how children express emotions, b) how expression of emotions varies in different situations, and c) how children might learn to express emotions from others.

VIII. **Student Learning Outcomes:**

1. Explain children's development from conception through adolescence in the physical, social, emotional, and cognitive domains.
2. Identify cultural, economic, political, historical contexts that impact children's development and learning.
3. Apply knowledge of development and major theoretical frameworks to child observations.

Distance Education: AMERICAN SIGN LANGUAGE 1, American Sign Language 1

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	180.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
IGETC Area:	6A: Languages other than English (UC Requirement Only)
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This is an introductory course of American Sign Language (ASL) with an emphasis on signing, receptive skills, signing parameters, the glossing system and numbers. This course provides a historical introduction, cultural awareness and cross-cultural adjustment skills. Non-verbal communication is emphasized. Homework assignments will include, but are not limited to, attendance and involvement at community events.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. For Hearing People Only Vol 2, Fourth, Matthew S. Moore; Linda Levitan, Deaf Life © 2016, ISBN: 9780970587602
2. Signing Naturally, Level 1 DVD and Workbook, Smith, C., Mikos, K., and Lentz, E.M., Dawn Sign Press © 2008, ISBN: 9781581212105
3. Other materials provided at the discretion of the professor include, but are not limited to, audio/video tapes.

III. Course Objectives

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

1. Use and comprehend expressions in ASL, utilizing proper tense expression
2. Demonstrate comprehension of physical and personality traits, clothing and familial relationships using appropriate ASL vocabulary, grammar and structure
3. Apply basic principles of ASL grammar and syntax to communicate
4. Apply basic principles of ASL grammar and syntax to communicate questions and answers
5. Appropriately analyze and categorize grammar structure and tenses of ASL-expressively and receptively
6. Compare and contrast ASL grammatical features with other Sign systems
7. Demonstrate expressive and receptive skills utilizing the manual alphabet
8. Demonstrate expressive and receptive skills utilizing numbers in accurate patterns
9. Evaluate and critique basic ASL linguistic structure
10. Compare and contrast the Deaf culture with hearing cultures within the United States and with other cultures.

IV. Methods of Presentation:

Discussion, Lab, Lecture and Discussion, Other Methods: Audio-visual

V. Course Content

% of Course	Topic
19.000%	Introduction to Deafness and the Deaf community; history – educational access, Americans with Disabilities Act; cultural definitions; introduction to interpreting and interpreter training programs; communication methods and skill building.
9.000%	Non-manual markers and behaviors; negating comments; confirming comments; asserting comments; doubting comments
9.000%	Utilize appropriate grammar and expression for "true" WH (who, what, where, why, how) and yes/no questions
9.000%	Develop openings and closing for conversations that are culturally and grammatically appropriate

9.000%	Manual alphabet
9.000%	Numbers
9.000%	Utilizes spatial perceptions and diagrams with shapes i.e. Classifiers (CL?
9.000%	Describe appearances
9.000%	Describe locations
9.000%	Describe activities
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
35%	Final exam
10%	Class Participation
5%	Homework
25%	Midterm exams
10%	Other: Written/Oral Report
15%	Quizzes: 4 Quizzes
100%	Total

VII. Sample Assignments:

- 1.: Translate (Parse) English sentences into grammatically and structurally correct ASL for expressive practice.
- 2.: Research a famous Deaf person who has made a critical difference in the Deaf and/or Hearing world. Write and present this report to the class.

VIII. Student Learning Outcomes:

1. Employ fundamental skills and knowledge of American Sign Language, such as basic sign vocabulary, principles, and linguistic information, in order to communicate at a basic level in ASL.
2. Demonstrate how general knowledge of Deaf culture, Deaf education, family relationships, and other relevant topics are significant aspects to communicating in ASL.
3. Properly use and differentiate sign vocabulary that have multiple standard meanings and grammatical usages.

ASL 1 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

Instructor will interact with students via the following methods: • Announcements. • LMS Inbox messages. • Posting in discussions. • Grading feedback on assignments and tests. • Optional video-conferencing meetings • Virtual Office hours There will be multiple, frequent and on-going communication between the instructor and each student use these methods. There will be multiple weekly assignments. The instructor will provide frequent individual feedback to student work: written activities, video uploaded assignments and discussions in forums. Instructor will provide feedback during optional video conferencing meetings. Students will also interact with the instructor via optional synchronous meetings as well as through feedback to recorded video lessons. Weekly virtual office hours will make the instructor accessible to promote effective synchronous and asynchronous interaction and learning activities. Important class information will also be disseminated to the class via Announcements and email via the LMS.

1b. Student - Student Interaction:

Student-student interaction will happen frequently throughout each week. Students will interact with each other in group projects that require peer feedback. Students will also interact with each other during written discussion assignments in the LMS in asynchronous discussion threads where they have to create an original post based on each unit's cultural focus and grammar structure covered in the unit. The students will also be able to communicate through email in the

LMS. Students will also interact via student-specific discussion boards in the LMS for the discussion of 1) technical questions 2) grammar questions and 3) vocabulary summaries and questions.

1c. Student - Content Interaction:

Students will interact daily with the course content, assigned course materials, and assignments. Students will need to complete various activities that supplement the course textbook. These will be videos created by the instructor, class assignments where students will upload a video of them signing the assignment question answers or technical assessments by the instructor. Assignments will consist of discussions, fingerspelling, grammar, cultural lessons, and signing videos created by the instructor. Each of these activities will be individualized to give each student individual grading and feedback.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Students will watch culturally relevant and original videos relating to each module’s focus. Students will also upload videos to evaluate various cultural, grammatical, vocabulary enriching, and technical signing assignments. An example would be watching instructor-made videos showing signing or fingerspelling techniques. Then, students will be given an assignment to upload that particular signing or fingerspelling technique for evaluation and critique.	35.00%
Discussion Boards	Students will participate in various discussions via the Discussion boards in the LMS to discuss cultural aspects of the language materials they are learning in each unit. An example discussion would be in how the students define their own culture and how they relate to Deaf culture.	30.00%
Online Lecture	Students will watch and participate in online class lectures made by the instructor. Students will be given follow-up activities on the vocabulary and grammatical structures and other topics covered in the lectures. Assignments may be a direct interpretation of sample sentences to ASL; answers to questions related to Deaf culture, or practice understanding signing examples as presented by the instructor. In addition to new vocabulary and grammar as presented by the instructor, students will practice with the instructor in optional synchronous sessions: reading and sending fingerspelling to improve their speed of comprehension and development of their technical form in this area.	35.00%

2. Organization of Content:

ASL 1 encompasses Units 1-6 of the Signing Naturally Series textbook. Weekly modules are presented, breaking down course grammar, vocabulary, and technical concepts into smaller units. Students complete a variety of activities each week by a specific deadline. Activities include threaded discussions, student upload of videos answering assignments, or presented for individual student signing critique by the instructor. There are also weekly cultural discussions and activities based on the secondary cultural text For Hearing People Only on the discussion boards in the LMS.

3. Assessments:

% of grade	Activity	Assessment Method
10.00%	Test 1	Students will be tested on the current modules content; testing: 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
15.00%	Midterm Exam	The Midterm exam will assess students ASL acquisition of all course material to date based on 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
10.00%	Test 2	Students will be tested on the current modules content; testing: 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.
15.00%	Final Exam	The final exam will assess students ASL acquisition of all course material based on 1) Vocabulary 2) Fingerspelling reading 3) Translation of Videos presented in ASL to English 4) Student Upload of videos translating English to ASL 5) Cultural competency.

20.00%	Online Lecture Assignments	Students will watch online lectures and complete activities to evaluate their comprehension of the material and master the content of each unit regarding sign vocabulary, grammar, and sign technique.
15.00%	Cultural and Discussion Assignments/Threaded Discussions	Students will participate in discussions on LMS discussion boards regarding cultural topics based on the course cultural text. Students will also upload signed video answers to questions presented by the instructor.
10.00%	Other	Students will complete weekly signing/sign reading activities via Sansspace and other Instructor generated videos and/or web-based videos.
5.00%	Fingerspelling Evaluations	Students will have weekly assignments to upload a video of themselves fingerspelling for instructor feedback.

4. Instructor's Technical Qualifications:

The instructor must be knowledgeable of : Instructors will need proficiency in the learning management system, video conferencing software, and various other tools to produce recorded lessons/content. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable of accessibility resources on and off-campus and be willing to stay current as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT department, the Distance Education Program, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus and in the LMS, and the instructor will refer to them during lessons, during office hours, and via messages as needed.

6. Accessibility Requirements:

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:

Objective: Demonstrate expressive and receptive skills utilizing the manual alphabet

- In weekly module online LMS assignments, students will be presented with a list of words that they students will record themselves fingerspelling. Student will upload a video of themselves fingerspelling the list of words for the assignment. Instructor will score based on a rubric given to students and provide narrative feedback regarding their technique via the LMS grading system.
- The instructor will create video lessons modeling fingerspelling skills and have students read fingerspelling at increasing rates of speed during feedback.
- Students will be given opportunities to practice receptive and sending fingerspelling skills; the instructor will provide individualized feedback via the LMS.

Distance Education: JAPANESE 8, Conversational Japanese

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Transferability:	Transfers to CSU, UC
CSU GE Area:	C2 - Humanities
SMC GE Area:	III: Humanities
Prerequisite(s):	JAPAN 2
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course provides the student with an opportunity to increase fluency in spoken Japanese with an emphasis on natural, colloquial usage. This course is taught in Japanese except in cases of linguistic difficulty as determined by the professor.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)

1. Marugoto: Japanese language and culture Elementary1 A2 Coursebook for communicative language activities "Katsudoo", Kokusai Koryu Kikin, Sanshusha © 2014, ISBN: 978-4384057553
2. (Alternative text and/or materials may be provided at the option of the instructor.)

III. Course Objectives

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

1. Demonstrate oral communication skills in Japanese at the intermediate level by pronouncing words and expressions with minimal errors, and speaking with moderate fluency.
2. Use and recognize a selected number of abbreviated forms and contracted phrases that are characteristic of informal speech in Japanese (e.g. -TTE, -CHA/JA, -TERU/-TEKU, -TARA?/-REBA?).
3. Use and recognize a selected number of speech-specific communicative devices and protocols that are characteristic of spoken Japanese (e.g. AIZUCHI).
4. Produce natural and colloquial speech in response to specific situations encountered in everyday life in Japanese society.
5. Comprehend formal and informal speech containing a variety of tenses, plus vocabulary and grammatical constructions at the intermediate level.
6. Participate in conversations on a variety of topics, such as family and relationships, student life, hobbies and interests, travel, shopping, etc.

IV. Methods of Presentation:

Other Methods: In class, students engage in directed conversations with the instructor, and with other students in pairs or small groups. Students also make group and individual presentations on selected topics.

V. Course Content

% of Course	Topic
40.000%	Directed conversations in pairs or small groups (e.g., role play) and classroom discussions (e.g., debates) in Japanese
15.000%	Development of vocabulary and idiomatic expressions
35.000%	Presentation, practice, and review of communicative devices and protocols that are characteristic of conversational discourse/speech in Japanese, such as the following: a. Particle omission b. Abbreviated forms (e.g. -TTE/-DATTE, -N, -TERU/TEKU/TOKU) c. Contracted phrases (e.g. -TE/NAI DE, -NAKUCHA, -TARA?/-REBA? d. Response/Acknowledgement tokens (i.e., AIZUCHI) e. Set expressions (e.g. DOOMO, DOOZO -NAKU) f. How to make requests (e.g., for information, clarification) or offers (i.e., invitations) g. How to express one's sentiments (e.g., thanks, apologies)

	and preferences (i.e., likes/dislikes) h. Softening and Ambiguating devices/expressions (e.g, CHOTTO, -TOKA)
10.000%	Study of Japanese thought, culture and society as it applies to understanding how certain communicative tasks and functions are achieved in speech (e.g. making requests, soliciting information, giving thanks/apologies)
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation
35%	Exams/Tests: Exams (8 - 10 Quizzes = 15%; Final Exam = 20%)
10%	Homework
30%	Oral Presentation
100%	Total

VII. Sample Assignments:

Assignment 1: (Individual) Presentation #1: As their first presentation assignment, students are instructed to bring to class one item (e.g., tool, toy, food, souvenir, etc.) that they find interesting or unusual/unique. On an individual basis, students first formally introduce themselves to the class, and then introduce their item (in "Show and Tell" fashion) by giving a 3-4 minute speech (in polite/formal-style Japanese) describing its main features, how/when/where they acquired it, and what they found interesting/unique about it. (The instructor reviews the formats for giving such formal introductions prior to students' presentations.)

Assignment 2: Class Activity #3: As a follow-up in-class activity to Presentation #1 (described above), students in the audience fill out a worksheet soliciting information about each of the individual presentations they just heard (e.g., the presenter's name, brief description of item introduced, how/where/when the presenter acquired the item, etc.) Students in the audience must complete the worksheet based on their comprehension of the presentation, and/or fill-in any informational "gaps" in it by asking the presenter for clarification, repetition, or further explanation. All such exchanges must take place in the target language, using the culturally-appropriate communicative devices and protocols for doing so that they have learned in the course.

VIII. Student Learning Outcomes:

1. Upon completion of the course, successful students will be able to demonstrate understanding of colloquial Japanese on familiar topics.
2. Upon completion of the course, successful students will be able to express opinions and share ideas in everyday situations with well-practiced sentence structures and colloquial phrases.
3. Upon completion of the course, successful students will be able to recognize a range of products, practices, and perspectives of Japanese culture that are pertinent to everyday life.

JAPAN 8 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent and on-going communication between the instructor and each student throughout the semester. These communications will be initiated regularly and frequently by the instructor. The instructor will send out a pre-course "welcome letter" one to two weeks before the course begins with information about the course content, textbooks, expectations and how to navigate Learning Management System (LMS) . The instructor will provide on-going feedback, comments, and suggestions on student work: listening and speaking assignments and cultural discussion activities to assist and improve student performance. The instructor will send weekly announcements to the class using the Announcement function in the learning management system (LMS) and email at or before the beginning of every week and also contact students with important reminders and key points as needed. Exams and quizzes will be given via LMS. There will be clear and detailed instructions embedded in each assignment, and the instructor will answer students' questions in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions.

1b. Student - Student Interaction:

Frequent student–student interaction will occur in multiple ways. Student will regularly participate in student-student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, in written or orally, at minimum comments to two classmates. Activities are designed to develop and reinforce students' understanding of the course materials and to build a sense of community among them. Throughout the course, students will be able to use discussion boards to communicate with each other regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other concerning non-course-related topics.

1c. Student - Content Interaction:

Students will engage with course materials several times a week through video lectures, lecture notes, and semi-authentic listening materials created or selected by the instructor. The instructor will provide a variety of activities for students to develop their listening, speaking and cultural competence. To address a variety of learning styles, the instructor will present the course materials using visual and auditory methods whenever possible. The instructor will also give listening and speaking (recording) assignments that require students to apply their knowledge and skills in a real-world context. The instructor will provide individual audio or typed feedback and comments to ensure individual learning.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Videos	Students will view recorded lectures to learn vocabulary and grammatical concepts, and practice listening and speaking dialogues in various situations. Students will also watch videos on various cultural topics to develop cultural competency.	20.00%
Other (describe)	Comprehension check quizzes: Students will take comprehension check quizzes to assess their understanding of course content introduced by the videos.. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	15.00%
Exams	Students will be tested weekly on vocabulary and pronunciation. There will also be quizzes on grammatical concepts and midterm and final exams that include listening and recordings. The quizzes and exams will be administered via the LMS.	15.00%
Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	20.00%
Discussion	Students will watch videos or read articles on Japanese culture and share their findings comparing to and contrasting with their own culture on the LMS discussion forums. They will give feedback on two classmates' posts.	15.00%
Project Presentation	Students will be divided into groups of three or four and create a video presentation on Japanese culture. Classmates will watch and give comments on all the presentations.	15.00%

2. Organization of Content:

Content is organized into modules based on textbook chapters in the learning management system such as Canvas. Learning objectives are included within each module and content is aligned with those objectives. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) recorded lectures to introduce vocabulary, grammar concepts and cultural topics (2) practice quizzes and assignments on the LMS and external websites for mechanical drills, (3) graded assignments on the LMS for listening speaking, (4) discussion forum(s) for culture discussion and communicative and proficiency-oriented activities; (5) quiz or exam for summative assessments (6) other course-specific components as necessary. Content will be delivered via the LMS, recording programs such as VoiceThread and Flipgrid, and collaboration tools such as Google Docs and Padlet.

3. Assessments:

% of grade	Activity	Assessment Method
20.00%	Comprehension check quizzes	Student will receive LMS automatic feedback and written or audio comments by instructor in the comment section.

15.00%	Listening assignments	Student will receive LMS automatic feedback and written or audio comments by instructor in the comment section.
15.00%	Speaking (recording) Assignments	Students' work will be evaluated in terms of a rubric and receive written or audio comment by instructor in comment section. Students will be given an opportunity to resubmit their work based on comments.
20.00%	Interpersonal Speaking Tests	Students' work will be evaluated in terms of a rubric and receive written or audio comment by instructor in comment section.
15.00%	Cultural Discussion	Students' work will be graded in terms of a rubric and receive written or audio feedback in the comment field.
15.00%	Video Presentation	Students' work will be evaluated in terms of a rubric and receive written or audio feedback in the comment field.

4. Instructor's Technical Qualifications:

Instructors will need proficiency in the learning management system, lecture recording software, and various other tools to deliver course contents asynchronously and assess students' mastery of course materials. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements, discussion forums, assignments requiring online submissions, manage grades, and administer exams. The instructor should also be knowledgeable of accessibility resources on and off-campus and be willing to stay current as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT department, the Distance Education Program, and the LMS support hotline.

5. Student Support Services:

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Counseling Services, International Education Office, EOPS Program and Services, Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated into the syllabus and in the LMS and the instructor will refer to them during lessons, during office hours, and via messages as needed.

6. Accessibility Requirements:

The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

7. Representative Online Lesson or Activity:

Student Learning Objectives 3: Upon completion of the course, successful students will be able to demonstrate an understanding of colloquial Japanese on familiar topics.

Students will listen to an authentic or semi-authentic conversation on topics covered in class and answer various questions orally or in writing based on the conversation.