



Curriculum Committee Agenda

Wednesday, February 18, 2026, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)

Guests and members of the public may attend via Zoom:
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

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Members:

Redelia Shaw, <i>Chair</i>	Evelyn Chantani	Justice Isaacs	Bobby Simmons
Dione Hodges, <i>Vice Chair</i>	Rachel Demski	Sharlene Joachim	Briana Simmons
Lourdes Arévalo	Susan Fila	Jesus Lopez	Lydia Strong
Jason Beardsley	Walker Griffy	Walt Louie	Olivia Vallejo
Fariba Bolandhemat	Catherine Haradon	Jacqueline Monge	Audra Wells
Walter Butler	Bryan Hartanto (A.S.)	Kevin Roberts	Associated Students Rep
Susan Caggiano	Aileen Huang	Scott Silverman	

Interested Parties:

Stephanie Amerian	Ailsa Ortiz (A.S.)	Jamar London	Jessica Rodriguez
Maria Bonin	Kiersten Elliott	Kristin Lui-Martinez	Steven Sedky
Department Chairs	Tracie Hunter	Maria Munoz	Esau Tovar
Nick Chambers	Maral Hyeler	Stacy Neal	Tammara Whitaker
Sheila Cordova	Matt Larcin		

Ex-Officio Member:

Vicenta Arrizon

(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 (December 3, 2025).....3

V. Chair's Report

VI. Information Items

1. Common Course Numbering Updates
2. Cal-GETC Updates

Non-Substantial Change

3. Cloud Computing Bachelor of Science TOP code change to “0708.00 Computer Infrastructure and Support” with CIP code “11.0902 Cloud Computing”

VII. Action Items

Consent Agenda: Deactivations

a. DANCE 7 Music for Dance	8
b. ECE 61 Teacher/Child Interactions	10
c. ECE 70 The Hanen Language Program.....	12
d. FRENCH 31A Practical French	14
e. GERMAN 31A Practical German.....	16
f. TURKSH 1 Elementary Turkish 1	18

Courses

g. ESL 902 English as a Second Language Level 2.....	21
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	
h. ESL 903 English as a Second Language Level 3.....	23
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	
i. ESL 904 English as a Second Language Level 4.....	25
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	
j. ESL 905 English as a Second Language Level 5.....	27
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	
k. ESL 906 English as a Second Language Level 6.....	30
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	
l. ESL 980 ESL US Citizenship Test Preparation	32
• Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, and sample assignments	

Program: Revisions

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

VIII. New Business

- Curriculum Committee Meeting Time

IX. Old Business

X. Adjournment

Please notify Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.

The next Curriculum Committee meeting is March 4, 2026.



Curriculum Committee Minutes

Wednesday, December 3, 2025, 3:00 p.m.
Drescher Hall, Loft (3rd Floor, Room 300-E)
Zoom (guests/members of the public)

Members:

Redelia Shaw, <i>Chair</i>	Evelyn Chantani	Justice Isaacs	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Rachel Demski	Sharlene Joachim	Bobby Simmons
Lourdes Arévalo	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley	Catherine Haradon	Kevin Roberts	Olivia Vallejo
Fariba Bolandhemat	Bryan Hartanto (A.S.)	Steven Sedky*	Audra Wells
Walter Butler	Aileen Huang		

**Steven Sedky sitting in for Susan Fila*

Members Absent:

Susan Caggiano	Jesus Lopez	Walt Louie	Lydia Strong
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**Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

Others Present:

Luis Andrade	Javier Cambron	Dana Nasser	Jessica Rodriguez
Vicenta Arrizon	Aurélie Chevant	Eric Oifer	Howard Stahl
Mary Bober	Guido Davis Del Piccolo	Dr. Alisa Osunfunke Orduna	

(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 3:07 pm. Motion to approve the agenda with no revisions.

Motion made by: Scott Silverman; **Seconded by:** Kevin Roberts

The motion passed unanimously.

II. Public Comments

None

III. Announcements

Scott Silverman: the noncredit team presented at the last instructional chairs meeting. For curriculum reps, if you want to learn more or have ideas for noncredit, talk with your chairs; we'd like to grow noncredit.

IV. Approval of Minutes

Motion to approve the minutes of November 19, 2025 with no revisions.

Motion made by: Walter Griffy; **Seconded by:** Bobby Simmons

The motion passed unanimously.

V. Chair's Report

- California Outcomes Assessment Coordinators Hub (COACHes) is hosting the 13th Annual Student Learning Outcomes (SLO) Symposium. It is free to attend and will be on Zoom, Friday and

Saturday, January 30-31, 2026. For more information and the link to register, please see the Curriculum Committee Canvas shell

- In the Canvas shell, we also have proposed language changes in META for the Program Learning Outcomes page and various other proposal form sections to incorporate SLO-PLO mapping help text and DEIA throughout. Please send any feedback/requested changes to Redelia. Once finalized, we'll submit a ticket to META to make the updates.

VI. Information Items

(SLO Updates)

1. CIS 1 Introduction to Computer Information Systems
2. CIS 32 Microsoft Access
3. CIS 35A QuickBooks Desktop
4. CIS 35B QuickBooks Online
5. CIS 37 Microsoft Word
6. CIS 38 Microsoft PowerPoint
7. CIS 39 MS Outlook - Comprehensive Course
8. CS 315 Cloud Compliance
9. CS 320 Cloud Developer
10. CS 325 Ethics for IT Professionals
11. CS 330 Cloud Operations Technologies and Tools
12. CS 340 System Virtualization Fundamentals
13. CS 350 Collaboration Technologies and Tools
14. CS 405 Cloud Capstone I
15. CS 410 Cloud Capstone II
16. CS 440 Cloud Patterns
17. CS 450 Cloud Certification Bootcamp

VII. Action Items

(Courses: New)

- a. NPMGMT 6 Work-Based Learning in Homeless Services

Motion to approve NPMGMT 6 with revisions to delete SLO #1, change SLO #3 to SLO #1, and change course objective #5 ("Analyze and reflect on practicum experiences to identify lessons learned, strengths, and areas for professional growth in the context of homelessness services.") to SLO #1

Motion made by: Bobby Simmons; **Seconded by:** Scott Silverman

The motion passed unanimously.

(Courses: Distance Education)

- b. NPMGMT 6 Work-Based Learning in Homeless Services

Motion to approve distance education for NPMGMT 6 with revision to the approved formats from "Online/Classroom Hybrid or Fully Online" to "Online/Classroom Hybrid or Online Delivery in Emergency Contexts Only"

Motion made by: Kevin Roberts; **Seconded by:** Jason Beardsley

The motion passed unanimously.

(Courses: Common Course Numbering)

- c. BIOL C1000 Introduction to Biology with Lab (*formerly BIOL 3*)

Motion to approve changes to BIOL C1000 with no additional revisions.

Motion made by: Dione Hodges; **Seconded by:** Walter Butler

The motion passed unanimously.

- d. COMM C1004 Interpersonal Communication (*formerly COM ST 35*)

Motion to approve changes to COMM C1004 with no additional revisions.

Motion made by: Bobby Simmons; **Seconded by:** Walker Griffy

The motion passed unanimously.

e. SOCI C1000 Introduction to Sociology (*formerly SOCIOL 1*)
Motion to approve changes to SOCI C1000 with no additional revisions.
Motion made by: Bobby Simmons; **Seconded by:** Audra Wells
The motion passed unanimously.

Common Course Numbering requires identical language in the following fields, from the Common Course Numbering templates: prefix, course number, course title, course description, units, prerequisites/corequisites/advisories, course content, course objectives/outcomes, methods of evaluation, and textbooks. Optional additional language is indicated by an asterisk where applicable. Fields that are not included in the template (such as Methods of Presentation, Sample Assignments, etc.) do not currently have requirements and are at the discretion of the department.

(Courses: Substantial Changes)

f. ARC 20 Studio 2: Architecture

- Changed: SLOs, course objectives, textbooks
- Removed: Advisories ARC 10 and ARC 11
- Added: Prerequisites ARC 10 and ARC 11

Motion to approve changes to ARC 20 with additional revision to SLO #2 (change “Research, analyze, develop, design, and present....” to “Design...”)

Motion made by: Kevin Roberts; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Motion to approve changing advisory ARC 10 to prerequisite for ARC 20 with no additional revisions.

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

The motion passed unanimously.

Motion to approve changing advisory ARC 11 to prerequisite for ARC 20 with no additional revisions.

Motion made by: Walker Griffy; **Seconded by:** Scott Silverman

The motion passed unanimously.

g. ARC 30 Studio 3: Architecture

- Changed: SLOs, course objectives
- Removed: Advisory ARC 20
- Added: Prerequisite ARC 20

Motion to approve changes to ARC 30 with additional revision to SLO #1 (change “Research, analyze, develop, and design...” to “Design...”)

Motion made by: Aileen Huang; **Seconded by:** Jason Beardsley

The motion passed unanimously.

Motion to approve changing advisory ARC 20 to prerequisite for ARC 30 with no additional revisions.

Motion made by: Audra Wells; **Seconded by:** Walter Butler

The motion passed unanimously.

h. ARC 40 Studio 4: Architecture

- Changed: SLOs, course objectives, sample assignments
- Removed: Advisory ARC 30
- Added: Prerequisite ARC 30

Motion to approve changes to ARC 40 with additional revision to SLO #1 (change “Research, analyze, develop, and design...” to “Design...”)

Motion made by: Walter Butler; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Motion to approve changing advisory ARC 30 to prerequisite for ARC 40 with no additional revisions.

Motion made by: Jason Beardsley; **Seconded by:** Dione Hodges

The motion passed unanimously.

i. IARC 20 Studio 2: Interior Architecture

- Changed: SLOs, course objectives, textbooks
- Removed: Advisory ARC 11
- Added: Prerequisite ARC 11

Motion to approve changes to IARC 20 with additional revision to SLO #2 (change "Research, analyze, develop, design, and present a series of design projects...." to "Design a series of projects...")

Motion made by: Dione Hodges; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Motion to approve changing advisory ARC 11 to prerequisite for IARC 20 with no additional revisions.

Motion made by: Jason Beardsley; **Seconded by:** Walker Griffy

The motion passed unanimously.

j. IARC 30 Studio 3: Interior Architecture

- Changed: SLOs, course objectives
- Removed: Advisories IARC 20, ARC 21
- Added: Prerequisites IARC 20, ARC 21

Motion to approve changes to IARC 20 with additional revision to SLO #1 (Change "Research, analyze, develop, and design..." to "Design...")

Motion made by: Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

Motion to approve changing advisory IARC 20 to prerequisite for IARC 30 with no additional revisions.

Motion made by: Walter Butler; **Seconded by:** Jason Beardsley

The motion passed unanimously.

Motion to approve changing advisory ARC 21 to prerequisite for IARC 30 with no additional revisions.

Motion made by: Dione Hodges; **Seconded by:** Jason Beardsley

The motion passed unanimously.

k. IARC 40 Studio 4: Interior Architecture

- Changed: SLOs, course objectives, textbooks
- Removed: Advisory ARC 30
- Added: Prerequisite IARC 30

Motion to approve changes to IARC 40 with additional revision to SLO #1 (change "Research, analyze, develop, and design..." to "Design")

Motion made by: Walter Butler; **Seconded by:** Kevin Roberts

The motion passed unanimously.

Motion to approve changing advisory IARC 30 to prerequisite for IARC 40 with no additional revisions.

Motion made by: Jason Beardsley; **Seconded by:** Audra Wells

The motion passed unanimously.

l. FRENCH 4 Intermediate French II

- Changed: course description, SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to FRENCH 4 with additional revisions to: course objectives (change #1 "Identify and review intermediate French grammar structures as a foundation for accurate oral and written expression on a various range of topics.); #2 "Outline and explain familiar and abstract topics and key vocabulary to support the development of intermediate oral and written communication skills.); #3 "Select and discuss visual, literary, and media texts from the French-speaking world to support students' analytical practice and cultural exploration.", and removal of objective #4. SLOs (change #1 to two separate outcomes – #1 "Accurately use targeted grammar structures at the intermediate level of French to comprehend, discuss, and write about personal, societal, and cultural topics."); #2 "Accurately use targeted relevant vocabulary at the intermediate level of French to comprehend,

discuss, and write about personal, societal, and cultural topics."; SLO #2 becomes SLO #4; #4 "Analyze and interpret cultural works (including texts, films, images, and media) by situating them within course themes and broader social, political, and historical contexts."; #5 "Compare and contrast Francophone cultural works and experiences with those of their own and other cultures to explore how cultural practices shape identity and perspectives."

Motion made by: Scott Silverman; **Seconded by:** Audra Wells
The motion passed unanimously.

m. OFTECH 23 Medical Billing

- Changed: course name (removed "(MediSoft)'), course description, SLOs, course content, textbooks, sample assignments

Motion to approve changes to OFTECH 23 with no additional revisions.

Motion made by: Kevin Roberts; **Seconded by:** Dione Hodges
The motion passed unanimously.

(Programs: Revisions)

n. Cloud Computing BS

- Changed: Replaced CSU GE with SMC GE; mapped PLOs/SLOs

Motion to approve changes to Cloud Computing BS with no additional revisions.

Motion made by: Dione Hodges; **Seconded by:** Aileen Huang
The motion passed unanimously.

o. Interaction Design BS

- Changed: Upper Division Major Requirements: replaced IxD 430 with IxD 440; no change to units

Motion to approve changes to Interaction Design BS with no additional revisions.

Motion made by: Bobby Simmons; **Seconded by:** Scott Silverman
The motion passed unanimously.

p. 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: Dione Hodges; **Seconded by:** Bobby Simmons
The motion passed unanimously.

VIII. New Business

None

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 4:50 pm.

Motion made by: Bobby Simmons; **Seconded by:** Kevin Roberts
The motion passed unanimously.

Deactivate Course: DANCE 7, Music for Dance

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
Transferability:	Transfers to UC, CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course focuses on the relationship between music and dance. Students investigate and learn music fundamentals, music and dance styles, improvisational and compositional skills for today's artistic world. Attendance at dance productions for which students must purchase tickets is required.

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. Rhythmic Training for Dancer, Kaplan, Rober, Human Kinetics © 2002
2. The Harmonic Structure of Movement, Music, and Dance, Moore, Carol-Lynne, Edwin Mellen Press © 2009
3. Ear Training for the Body: A Dancer's Guide to Music, Teck, Katherine., Princeton Book Company © 1994
4. Virtual Music, How the Web Got Wired for Sound, Duckworth, William, Routledge © 2005, ISBN: -
5. Mind Models, New Forms of Musical Experience, Reynolds, Roger, Routledge © 2005
6. Harvard Dictionary of Music, Apel and Daniel, Pocket Books © 2003

III. Course Objectives

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

1. Comprehend and identify a variety of sounds and their relation to movement
2. Define elements of music and their relation to dance
3. Analyze and apply dance accompaniment in the technique class
4. Discuss music for choreography and dance performance
5. Experiment with a range of musical options as they relate to basic choreographic studies
6. Investigate music/dance traditions in our multi-cultural world
7. Make use of new music technologies
8. Recognize copyright regulations
9. Identify the artistic value of music and dance

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: Guided individual and group experiences; Present audio and visual examples of music and dance; Performance of student assignments.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Awareness training: sound characteristics and their visual components
15.000%	Aesthetic elements of music and dance, with an emphasis on rhythm and phrasing.
5.000%	Instruments available for compositional use
10.000%	Dance forms and their rhythmic components in world music and dance.
10.000%	Dance and music forms in Western Music history
10.000%	Music and dance in the dance class, the teacher-musician relationship.
10.000%	Music technology and copyright laws, as applied in live and recorded presentations

10.000%	Music and dance in performance, the choreographer-composer relationship
10.000%	Resources and current trends
15.000%	Creative applications and integration of music, dance and production techniques in performance
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Work: Concert Observation and Musical Analysis
20%	Final exam
20%	Other: Presentation
20%	Projects: Midterm Project
20%	Written assignments
100%	Total

VII. Sample Assignments:

1. Students will visit a modern dance class and write a written observation of a Modern Dance class discussing the relationship of the teacher and musician, and the relationship of the music and dancing. This will be done outside of class and a two-page, typed report will be turned in.
2. Each student will have the chance to bring together elements of music and dance in an original way in the Creative Project. The three-minute presentation that must include an original sound score and original movement, blended together in a meaningful way. The sound score can be live (vocal, instrumental, spoken text, original poetry, etc.) or recorded (created sound, collage - three second excerpts but NOT an existing recording), with attention to copyright laws and aesthetic value. The movement can be done by yourself or with others, can be developed from a dance style or pedestrian movement, but essentially your own and true to the intention of your project.

VIII. Student Learning Outcomes:

1. Upon completion of this course, students will be able to demonstrate knowledge of rhythm and rhythmic notation used in Western dance forms, world music dance styles, and in the dance class. As assessed by: a) Written assignments and tests notating rhythmic phrases and patterns b) Evaluation of classroom demonstrations, performing rhythmic phrases and patterns
2. Upon completion of this course, students will demonstrate knowledge of new sound technology, and use in the creation of their own musical scores. As assessed by: a) Written assignments and tests b) Evaluation of classroom demonstrations and final project
3. Upon completion of this course, students will demonstrate knowledge of music resources, copyright laws, and production procedures. As assessed by: a) Written assignments and tests b) Evaluation of research/resource journal

Deactivate Course: EARLY CHILDHOOD EDUCATION 61, Teacher/Child Interactions

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

The early childhood years are critical for children to gain knowledge and skills that provide the foundation for later learning. Young children learn through the interactions they have with their teachers. This course is intended to increase students' knowledge about the vital role that teacher-child interactions play in learning and skill acquisition. Because language and early literacy skills are the gatekeepers for later school success, this course will also provide students with the knowledge they need to effectively implement language and literacy curricula through meaningful and intentional teacher-child interactions.

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. Classroom Assessment Scoring System Manual, Pianta, R.C., LaParo, K.M. & Hamre, B.K., University of Virginia © 2008
2. Designing Early Literacy Programs: Strategies for At-Risk Preschool and Kindergarten Children, McGee, L.M. & Richgels, D.J., Guilford Press © 2003
3. Supplemental Readings DeThorne, L.S., & Watkins, R. V. (2001). Five tools for teaching vocabulary in the Preschool classroom. Young Exceptional Children Monograph Series # 3. pp. 37-46, Hemmeter, M.L. McCollum, J., & Hsieh, W. (2006). Practical strategies for supporting emergent literacy in the preschool classroom. Young Exceptional Children Monograph Series # 7. pp. 59-74. Hole, S. & McEntee, G. (1999). Reflection is the heart of practice. Educational Leadership, 56(8), 34-37. Children, 3(2), 11-19. Pianta, R.C. (1999). Why supportive relationships are essential. In Pianta, R.C. Enhancing relationships between children and teachers (pp. 7-21). Washington, D.C. American Psychological Association. Pianta, R.C. (2004). Relationship with adults and children's literacy. Head Start Bulletin.

III. Course Objectives

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

1. Explain how teacher-child interactions in early education settings promote academic and social development and learning.
2. Discuss the importance of being intentional when interacting with children
3. Describe the critical role that teachers play in children's learning and development.
4. Evaluate the elements of high quality teaching as described by the Classroom Assessment Scoring System (CLASS) 1) Describe the theoretical orientation of the CLASS. 2) Define each dimension in the CLASS and identify behaviors that represent each dimension. 3) Prepare detailed notes describing both teacher and child behaviors during instructional & social interactions. 4) Observe videotaped instruction & social interactions and identify indicators of high and low quality instruction & social interactions for each CLASS dimension.
5. Objectively observe teacher-child instructional and social interactions
6. Observe their own instruction and social interactions with children and describe in behavioral terms positive aspects of their instruction & social interactions, as well as aspects that may need improvement using the CLASS as a framework.
7. Implement language and literacy curricula through intentional teacher-child interactions with a focus on six key areas of language and literacy (vocabulary & linguistic concepts, narrative, pragmatics & social language, print concepts, alphabet knowledge, phonological awareness).
8. Create a rationale for explicitly teaching these (6) areas, identifying instructional objectives for each area, and formulating specific strategies for teaching these skills.
9. Implement methods to build supportive teacher-child relationships.

IV. Methods of Presentation:

Other Methods: PowerPoint Presentation, Videos, MyTeachingPartner Video website, Articles

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
20.000%	Importance of adult-child relationships & interactions as a vehicle for learning
5.000%	Overview of High Quality Instruction and Interactions: 3 domain approach to quality teaching
10.000%	High Quality Learning Environments: Emotional Supports
10.000%	Banking Time
10.000%	Classroom Organization: • Behavior management • Productivity • Instructional Learning Formats
15.000%	Using High Quality Instruction and Interactions to Support Language Development: • Rationale for explicitly teaching language • Language Modeling
15.000%	Interactions that Promote Language Development • Vocabulary and Linguistic Concepts • Pragmatics and Social Language • Narrative • Establishing a language rich environment
15.000%	Using High Quality Instruction and Interactions to Promote Literacy Development • Rationale for explicitly teaching literacy skills • Literacy Focus • Print Concepts • Alphabet Knowledge • Phonological Awareness • Establishing a literacy rich environment
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests: There will be both a midterm and a final exam
25%	Homework: Homework assignments. This class will have formal homework assignments each week. The type of homework will vary. Some assignments will require that students take notes on readings, others will be exercises where students watch videotaped classroom interactions and rate the quality of those interactions based on what we have discussed in class. Directions and forms for homework will be distributed in class.
45%	Other: Video Observations using CLASS (Classroom Assessment Scoring System) form
100%	Total

VII. **Sample Assignments:**

- 1) All the CLASS constructs are reviewed in the preschool demonstration films presented on-line. In the examples ECE teachers each demonstrate a construct i.e. emotional climate, concept development, quality of feedback etc. The participants in ECE61 view and discuss the film clip and rate in on the prepared rubric. This activity prepares them to be filmed and how their own interactions with children will be evaluated.
- 2) After hearing a lecture on "What is reading?" the cohorts create sample lesson plans/activities that promote each of the six key areas of language and literacy.

VIII. **Student Learning Outcomes:**

1. Students will plan, implement, videotape and evaluate a language or literacy activity for young children using the framework of the Classroom Assessment Scoring System. They will then reflect upon their practice based on the findings of the evaluation. Assessed by: Using the Class Scoring System evaluate an language/ literacy activity
2. Students will implement the instructional strategy *‘Banking time’*, complete Banking time description forms and analyze their findings. Assessed by: Complete 1 Banking time form

Deactivate Course: EARLY CHILDHOOD EDUCATION 70, The Hanen Language Program

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course teaches the methods of the Hanen Centre's "Learning Language and Loving It" research based program designed to facilitate language acquisition skills in young children. It provides students with a step-by-step approach to promoting children's social, language and literacy development within everyday activities in early childhood settings. Students will learn how to create enriched interactive language-learning environments that include children with special needs, second language learners and those who are typically developing. This class requires students to have ongoing access to young children (any age from birth to 8) in a family child care or early childhood education program. Students will need access to a digital video camera in order to document their interactions with young children.

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. Learning Language and Loving It, 2nd, Weitzman, E. and Greenberg, J., Beacon Herald Fine Printing Division © 2002

III. Course Objectives

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

1. Describe the major developmental characteristics of young children from birth to 5 years old in their language, social and literacy development.
2. Appraise the language, social and literacy development of an individual child based on informal observation and assessment.
3. Recognize that language and social skills are critical to every aspect of a child's life and development. Analyze the connection between language literacy and cognitive development and contrast it with rote memorization of vocabulary as a basis for curriculum.
4. Employ developmentally appropriate strategies that provide for a child's individual language-learning and social needs during both informal and formal activities.
5. Demonstrate strategies that promote language-learning while meeting the needs of the group as a whole and maintaining a focus on each individual child.
6. Self assess their use of strategies that facilitate language, social skills and literacy in young children and propose ways to improve upon these strategies.
7. Recognize the impact of the physical environment in terms of its effects on peer interaction and on the children's general level of engagement in activities
8. Explain the need for varied, appropriate materials in all learning centers in an early childhood classroom and create and or adapt a classroom environment that encourages peer interaction.
9. Enable socially withdrawn children to get involved and participate by promoting interactions among peers through appropriate use of space and by planned set up and facilitation of interactions and activities.

IV. Methods of Presentation:

Distance Education, Other Methods: Lecture, videos of case studies, videos of student working with children, written assignments, individual conferencing with peers and instructor, small and large group discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.500%	Take a closer look at communication -Communication means interaction and information -Roles teachers play during interactions -Conversational styles -Six Stages of language development

12.500%	Follow the child's lead -Observe, wait and listen so the child can lead -Be face to face -Follow the child's lead-comment, imitate, interpret -Follow the child's lead – join in and play
12.500%	Taking turns together -Supporting turns in conversations -Laying the foundation for conversations with discoverers and communicators -Make social routines part of your day - Using comments and questions to cue turns
12.500%	Encourage interactions in group situations -Interaction with every child in the group
12.500%	Provide information that promotes language learning -Make your language easy to understand - Label things in the child's world -Expand on what the child sees -Second-language learning - Extend the topic -Supporting children to become better storytellers
12.500%	Let language lead the way to literacy -Laying the foundations for literacy -Make book reading a time for interaction and conversation -Make print talk in the classroom -Circle time: an interactive language-learning experience
12.500%	Fostering peer interaction -Why peer interaction is different -Observing peers at play -Support peer interaction -Make the best use of space -Plan appropriate groups and activities -Support children's interactions with peers -Promote pretend play
12.500%	Putting strategies into practice -summary of strategies -barriers -how to educate and share with others -continued professional development
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
60%	Other: 50% Video taped self assessment and feedback 10% Small group Discussion
5%	Quizzes
35%	Written assignments
100%	Total

VII. Sample Assignments:

- 1: Taking turns together, practice: video analysis 1. Divide into groups of 4; 2. Watch the video clip and refer to the video transcript; 3. Discuss: -How well does Sheila cue the children's turns and encourage extended interactions with the children? -What would you change to encourage better turn-taking?; 4. Incorporate your suggestions into a role play (one teacher, two children, one observer); 5. The observer will record the comments and questions used by the teacher.
- 2: Create an action plan you will use to facilitate "Taking turns together"(this is in a form, however, for this format is written in narrative form. A. Talk to discoverers and communicators as if they can talk to you -children:-activity:-I will cue turns by...B. Make social routines part of your day-child(ren) and stage:-turns my child(ren) can take:- I will cue turns by...-With time, I will vary the routine by...C. Use comments and questions to cue turns-Child(ren) and stage:-Activity:-I will use questions that (choose all that apply): -show my interest, -the child(ren) can understand -the children can answer -Clarify the child(ren)'s message -offer choices -stimulate creative thinking and problem-solving-I will use comments that build on the child(ren)'s interest and link with questions-I will use verbal/non-verbal cues to encourage extended turn-taking (more than 4 turns)

VIII. Student Learning Outcomes:

1. Students will encourage children to be active conversational partners and engineer the kinds of interactions and conversations that promote their language skills and enrich their understanding of the world. As assessed by: Action plan and video feedback forms
2. Students will integrate the Hanen approach into their everyday interactions with young children. As assessed by: Final Action plan and video feedback form

Deactivate Course: FRENCH 31A, Practical French

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course is designed to develop effective communication skills. It emphasizes the use of set-up phrases, idiomatic expressions, correct pronunciation and intonation, development of useful vocabulary, and ability to communicate without hesitation in a given situation. This course does not fulfill the language requirement. This course is taught in French unless 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. Easy French Step by Step, Rochester, Myrna Bell, McGraw Hill © 2009
2. 1001 Useful French Words, Ottolenghi-Buxbaum, Marcella, Dover Publications, Inc. © 2001

III. Course Objectives

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

1. Know the French alphabet, dates, and numbers 1-1,000.
2. Describe other people and themselves in elementary French.
3. Relate time, talk about weather, seasons, days of the week, months and birthdays.
4. Interpret short reading passages and advertisements.
5. Write in French in the present tense about family, daily routine, and leisure activities.
6. Demonstrate basic knowledge, fluency, and comprehension of the French language and culture.

IV. Methods of Presentation:

Other Methods: Lecture on everyday events and cultural topics Comprehension activities (listening to instructor, viewing of videos, drills) Speaking activities in small groups or pairs Self-expression on designated topics Vocabulary acquisition activities, pronunciation, and grammar drills

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Lesson 1: Nouns, Articles, and Descriptive Adjectives; Voc.; Nationalities.
10.000%	Lesson 2: The Verbs ETRE and AVOIR, Subject Pronouns, and Negation. Voc.: The House.
10.000%	Lesson 3: Days and Months, Regular –ER Verbs, the Present Tense, and Interrogatives. Culture: A Small Town in Provence.
10.000%	Lessons 4 and 5: Numbers, Dates, and Time; Regular –IR Verbs, Regular –RE Verbs and -ER Verbs with Spelling Changes. Culture: In a Restaurant; Downtown.
10.000%	Lesson 6: The Verb ALLER, the Future with ALLER, Prepositions, the Verb FAIRE, the Weather. Culture: Vacation Plans.
10.000%	Lesson 7: Irregular Verbs I and Verb + Verb Constructions. Comprehension: My Decisions.
10.000%	Lesson 8: Irregular Verbs II and Relative Pronouns. Professions. Culture: A New Career.
10.000%	Lesson 9: The Partitive Article; Object Pronouns; the Verbs PRENDRE and BOIRE.

10.000%	Lesson 10: Possessives, Demonstratives, Comparatives, and Adverbs. Culture: The French Family.
10.000%	Lessons Affirmative and Negative Expressions, Stressed Pronouns, 11 and 12 the Imperative. Reflexive Pronouns, the Present Participle. Voc.: Body Parts.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
30%	Final exam
20%	Midterm exams
15%	Oral Presentation
25%	Quizzes: 10 Quizzes
100%	Total

VII. Sample Assignments:

#1: Lesson 3 Using –ER Verbs students positively or negatively write out 5 activities they do during the week and 3 activities they do or not do on weekends. They share these activities orally with a partner. Students also study the culture part: UNE PETITE VILLE EN PROVENCE and prepare to answer questions in French relating to the text.

#2: Lesson 6 Students will use the verb ALLER to express the Future by writing 10 sentences where they are going today and where they will go next weekend. They also will prepare an oral presentation about 3 countries they like to visit and what they will do there using the verb FAIRE and proper prepositions for the geographical locations and capital cities.

VIII. Student Learning Outcomes:

1. Understand, speak and write in elementary French about simple, everyday situations As assessed by: Oral Questions and Written Questions

Deactivate Course: GERMAN 31A, Practical German

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
Transferability:	Transfers to CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course is designed for students with no previous knowledge of German. It develops basic conversation skills in the present tense, emphasizing the use of setup phrases, idiomatic expressions, correct pronunciation, development of useful vocabulary and the ability to communicate at a practical and basic level. This course is taught in German 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. Deutsch heute: Introductory German, Moeller, J., et al, Heinle © 2012, ISBN: 978-1111354824

III. Course Objectives

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

1. Discuss basic, everyday topics in elementary German.
2. Demonstrate good pronunciation, diction and intonation.
3. Understand, speak, read and write basic German.
4. Express wishes, likes and permission.
5. Use the separable prefix verbs.
6. Use the accusative case.
7. Use the comparative and superlative of adjectives and adverbs.
8. Know how to negate sentences by using "nicht" and "kein".
9. Use verbs with stem changes in the present tense.
10. Appreciate the cultural differences between the German culture and those of the English-speaking countries

IV. Methods of Presentation:

Other Methods: Small groups develop hypothetical situations and responses for conversation practice. Special listening sessions of taped dialogues by natives to foster listening habits. Audio-visual aids, films and question-and answer drills to foster quick and natural responses.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Introduction, explanation of course content and procedures. Greetings and farewells. The numbers from 0-1,000. The alphabet.
5.000%	Gender and number of nouns. Definite and indefinite articles. Uses of ein and kein. Personal pronouns. Present tense of sein.
15.000%	The verbs: present tense. Positions of the verb in questions and statements. Present tense of haben. Verbs with stem changes in the present tense.
10.000%	The expression es gibt. Nominative and accusative case. Verb +gern or lieber.Der und ein words. Expressing time with accusative case. Position of nicht.
10.000%	Present tense of modal verbs. Talking about daily routines. Talking about necessities and obligations.

10.000%	Expressing permission, wishes and likes. Meaning of separable-prefix verbs. Position of the separable prefix.
10.000%	Telling time. The imperative. Expressing commands and requests.
5.000%	Position of the verb after the conjunctions weil and wenn.
10.000%	More on the accusative; personal pronouns and prepositions. The comparative and superlative of adjectives and adverbs.
10.000%	The verb wissen versus kennen. The simple past of sein, haben and the modals.
5.000%	Review for Final Exam.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
30%	Exams/Tests: 3 Exams
25%	Final exam
10%	Homework
15%	Quizzes
100%	Total

VII. Sample Assignments:

Assignment #1. Turn to page 21 #1-11. Read the names of the objects listed in the box, find each one in the illustration and read the corresponding number. Write a complete sentence after you have identified the correct object. Assignment #2. Review the modal verbs on p. 124 - 126, then turn to p. 127 #4-18 and answer the questions. Write about yourself (expressing your wishes, hopes and obligations) using the modal verbs in the question to guide you. Refer to the charts, if you need help.

Review Grammar:

Assignment #1. Turn to page 21 #1-11. Read the names of the objects listed in the box, find each one in the illustration and read the corresponding number. Write a complete sentence after you have identified the correct object. Assignment #2. Review the modal verbs on p. 124 - 126, then turn to p. 127 #4-18 and answer the questions. Write about yourself (expressing your wishes, hopes and obligations) using the modal verbs in the question to guide you. Refer to the charts, if you need help.

VIII. Student Learning Outcomes:

1. Demonstrate a basic understanding of written and spoken German using the present tense and the modal verbs.
2. Write short sentences in the present tense using modal verbs and verbs with stem changes, relating information about themselves and others.
3. Read short texts on German culture and answer simple questions relating to the texts.

Deactivate Course: TURKISH 1, Elementary Turkish 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 UC, CSU
Degree Applicability:	Credit – Degree Applicable

I. Catalog Description

This course introduces basic vocabulary and the fundamentals of modern Turkish grammar, sentence structure, and pronunciation. The course prepares students to hold simple conversations and write short dialogs and compositions in modern Turkish. Aspects of Turkish culture, history and geography are covered as well. Students will be introduced to traditional Turkish arts such as the art of water marbling, Karagöz shadow play and Orta Oyunu Theater. This course is conducted primarily in Turkish except in cases of linguistic difficulty.

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. Elementary Turkish: A complete Course for Beginners, Öztopçu, Kurtulu, Sanat Kitabevi © 2015, ISBN: 978-975-7981-40-4
2. Langenscheidt New Standard Dictionary: Turkish-English/ English-Turkish, Akdikmen, Resuhi, - © 2006

III. Course Objectives

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

1. Say, read, write and respond to greetings, introductions, farewells, and common idiomatic expressions.
2. Form plurals and add possessive suffixes in written and spoken forms
3. Harmonize vowels at the end of the words
4. Comprehend conversational Turkish and communicate with ease in daily conversations at the elementary level
5. Say, read and write Turkish words at the beginning elementary level
6. Comprehend the gist of any Turkish text that incorporates the elementary level of Turkish grammar
7. Use the definite past and present progressive tenses, Expressions of necessity: *gerek*, *laz*?m, *gerek*-, *ihtiyaç*, *ihtiyac*? *ol*-, *Var* / *yok* sentences (there is, there is not) and the verb to have.
8. Use negative and affirmative forms
9. Comprehend performances from and perform in traditional Orta Oyunu Turkish theater
10. Describe cultural aspects of the language
11. Demonstrate a general knowledge of contemporary Turkish speaking countries

IV. Methods of Presentation:

Lecture and Discussion, Other Methods: The course is conducted primarily in Turkish. English will be used when necessary while teaching the alphabet and basic grammatical constructions. Oral, written, reading and listening comprehension activities will be used to build vocabulary and improve conversational skills. In the class, the students will be asked to read passages aloud from the book, and they will listen to recordings of native speakers of Turkish. The instructor, while speaking in Turkish, will model the patterns and the grammatical structures and vocabulary taught in the units covered in class. In addition to introducing the basic history of Turkish speaking lands and the traditional Turkish arts to the students in his/her lectures, the instructor will also lead discussions on assigned reading and listening comprehension exercises. The students will also participate in interactive activities that will reinforce the material covered in the lectures, reading assignments and listening comprehension activities. To improve their writing skills in Turkish, students will be required to bring to class a page of written journal every week.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
50.000%	Grammar practice at an elementary level. The course focuses on the following grammar structures and notions in relation with the cultural elements mentioned below: Alphabet,

	Personal pronouns Plurals (ço?ul ekleri) Vocal harmony at the end of the words Possessive suffixes (iyelik ekleri) Semi-verb structure (ek-fii) at noun phrases Demonstratives Question words, The derivative suffix Infinitive, Conjunctions, The interrogative pronoun Possessive suffixes, The dative, accusative and ablative cases The genitive-possessive compound, Definite and indefinite direct objects Compound nouns, The buffer consonant n, Adverbs of time Adjectives, Postpositions (gibi,kadar, do?ru,göre) The present progressive tense (affirmative, negative, interrogative) The definite past tense (affirmative and negative) Expressions of necessity: gerek, laz?m, gerek-, ihtiyac-, ihtiyac? ol- Var / yok sentences (there is, there is not) The verb to have Vowel lengthening in word stems Pronunciation of initial consonant clusters European loanwords in Turkish.
25.000%	Speaking and Comprehension activities: readings in textbook, oral questions, conversation in pairs, small groups and teacher-student exchanges, listening to the instructor, listening to selected media outlets from those mentioned in cultural section below.
25.000%	<p>Written practice: compositions, written practice of grammatical structures and correction of exercises previously assigned, and quizzes.</p> <p>For all content:</p> <p>Cultural topics pertaining to the Turkish-speaking world are integrated into the grammatical and vocabulary activities that are identified in the course. In particular, cultural distinctions existing between Turkish-speaking countries are made. In addition, comparisons between diverse Turkish-speaking cultures and US and other countries' cultures are made with respect to the topics covered in this course. These topics are covered via readings, listening comprehension activities, lectures, and grammatical and vocabulary exercises. These topics include, but are not limited to:</p> <ul style="list-style-type: none"> • greetings • family and family members • professions • everyday Activities (study, do, teach, etc.) • food • education • traditional Turkish art • Turkish speaking world (central Asia and Modern Turkey) • language and dialects • celebrated sights of Turkey
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Exams/Tests
25%	Final exam
10%	Other: Pronunciation, spelling, vocabulary acquisition, and listening comprehension activities.
10%	Oral Presentation: 1-2 Oral presentation(s)
10%	Written assignments: Journal and other written homework assignments
15%	Quizzes
100%	Total

VII. Sample Assignments:

Journal Entry: Journal Example: Write ten sentences about the arts presented in class this week. Be certain to use at least five different verbs; Include at least one personal pronoun, one conjunction and one possessive suffix in your journal entry this week.

Cultural Traditions: The instructor is to give a brief lecture on the Turkish baths (Hamam); The students are to research Turkish baths and other bathing traditions in their own or other cultures on the internet and share their findings with the class. The instructor gives brief lectures on the Turkish traditions related to coffee and tea; The students are given a follow-up assignment to research these traditions on YouTube and other internet sites; Each student is to compare and contrast the Turkish traditions with those of another country; For example, the students can compare the American coffee house culture with that of the Turkish one; The professor will assign students other countries to research and compare with Turkey; Students will present their findings orally to the class or engage in small group discussions in Turkish.

VIII. Student Learning Outcomes:

1. Communicate accurately in written and spoken modern standard Turkish, by using basic five tenses and suffixes accurately with vowel harmony.
2. Exhibit comprehension of practical vocabulary for simple nominal and verbal sentence structures.
3. Demonstrate cultural knowledge of some history and geography of the Turkic world and establish comparisons with their cultures.

Substantial Change: ESL - NONCREDIT 902, English as a Second Language Level 2

Units:	0.00
Total Instructional Hours (usually 18 per unit):	95.94
Hours per week (full semester equivalent) in Lecture:	5.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	191.88
Transferability:	None
Degree Applicability:	Noncredit

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. Step Forward 1 Student Book with Online Practice, second, Santamaria,J., Oxford University Press © 2019
2. Ventures 1 Student Book, Third, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2018
3. Stand Out 2 With Spark Platform, Fourth, Jenkins, R. and S. Johnson., National Geographic Learning © 2024
4. Future 1, Second, S. Lynn, R. Magy, F. Salas-Isnardi, Pearson © 2021

III. Course Objectives

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

Listening/Speaking Objectives

1. Respond appropriately to simple classroom instructions, common social phrases, and short oral directions or warnings.
2. Identify the main topic of spoken/recording texts, conversations, or presentations.
3. Ask and answer simple questions in a variety of contexts (e.g., workplace, school, home, community).
4. Distinguish between questions and statements in everyday spoken English.
5. Ask for clarification through repetition or by asking a simple question.
6. Express likes, dislikes, and preferences in short, clear sentences.
7. Take turns in a conversation and respond with short comments or questions.

Reading/Writing Objectives

1. Follow basic written instructions and directions.
2. Distinguish among text types: email vs formal letter vs. bill vs. advertisement vs. news report.
3. Interpret short, simple narrative paragraphs on familiar topics.
4. Identify main ideas and a few key details from short readings on familiar topics provided from print and digital sources.
5. Scan familiar text (e.g., labels, directions, forms) to locate key information.
6. Apply strategies to guess the meaning of new words by looking at clues in the reading.
7. Use pictures and/or a picture dictionary to acquire new vocabulary.
8. Fill out forms (paper and online) with personal information (e.g. enrollment card, Corsair Connect registration).
9. Compose simple sentences, messages, or lists (5–7 sentences) using previously learned vocabulary on familiar topics.
10. Edit written work for subject-verb agreement, basic capitalization, and end punctuation.
11. Use digital devices to locate and share information.
12. Use online learning platforms (e.g. Canvas) to check class announcements, communicate with the teacher, and submit assignments.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Projects, Group Work, Distance Education, Distance Education, Distance Education

V. Course Content

% of Course	Topic
15.000%	Listening: dialogs, conversations, phone messages, instructions, and/or brief audio/video segments on familiar topics covered in class (e.g. workplace, school, community, health, telephone, technology, and safety).
25.000%	Speaking: dialogs, conversations, role plays and discussions on topics covered in class.
25.000%	Reading: simple sentences and paragraphs, directions, basic forms, labels, signs, charts, and schedules.
25.000%	Writing: simple forms and applications, simple lists, notes, and messages.
10.000%	Grammar/vocabulary: verb forms, simple present tense, simple past tense, present continuous tense, nouns (singular, plural, non-count) pronouns, basic modals (can, should), adverbs of frequency, and prepositions.
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation: Active engagement in the learning process demonstrated through effort, meaningful interaction, and collaboration during class activities.
10%	Oral Presentation: Oral presentations individually or in small groups
20%	Quizzes: Quizzes and exams
10%	Written assignments
30%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities).
100%	Total

VII. Sample Assignments:

Bingo- Expressing Likes/Dislikes: 1. Look at your Bingo card with 25 squares. Each square has a different vocabulary word (e.g. cats, ice cream, soccer, etc.) 2. Walk around the room. Ask different students: Do you like _____? If your partner says yes, write his/her name in the square. 3. Remember: It's okay if your classmates have different likes and dislikes than you. Show interest by asking follow-up questions (e.g., "Oh, you like yoga? How often do you do it?") The first person to get five squares in a row (vertically, diagonally, or horizontally) is the winner. 4. After the game, sit with a partner. Share sentences about your classmates' likes and dislikes using your bingo board. Example: "Maria likes ice cream. John dislikes soccer."

Phone Detective: Use devices to find and share information online: 1. Get into a group of 4. Your teacher will give you a question or topic to find information about. Example: "Find the hours of your local library.", "Find the phone number for the SMC Center for Students with Disabilities" "Find a website for free immigration assistance" 2. Using the Ipad provided by the school or your phone, search for the answer in English. 3. Write down the information you find. 4. Take turns sharing the information with your group in clear English sentences. Example: "The library is open from 9 AM to 5 PM." Group members take notes on the answers. 5. Using your notes, write complete sentences to answer the questions.

VIII. Student Learning Outcomes:

1. Engage in simple conversations on familiar topics with a variety of partners.
2. Read a simple note and write a short, appropriate reply.
3. Identify qualities of an effective employee in the American workplace (e.g. being punctual, cooperating with others, listening, following directions).
4. Use basic study strategies to support English learning.

Substantial Change: ESL - NONCREDIT 903, English as a Second Language Level 3

Units:	0.00
Total Instructional Hours (usually 18 per unit):	95.94
Hours per week (full semester equivalent) in Lecture:	5.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	191.88
Transferability:	None
Degree Applicability:	Noncredit
Advisory(s):	ESL 902

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. Step Forward Student Book 2 with Online Practice, Second, Wisniewska, I., Oxford University Press © 2019, ISBN: 9780194493772
2. Future 2, Second, S. Lynn, R. Magy, F. Salas-Isnardi, Pearson © 2021
3. Ventures 2 Student Book, Third, Bitterlin, G., D. Johnson, D. Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2018
4. Stand Out 3 With Spark Platform, Fourth, Jenkins, R., Johnson, S, National Geographic Learning © 2024

III. Course Objectives

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

Listening/Speaking

1. Listen to a short passage with some new language and orally retell the main idea.
2. Confirm understanding of a conversation by asking questions, repeating main points, and asking for general clarification.
3. Ask and answer questions about events in the past, present, and future.
4. Prepare and deliver a brief oral presentation on a familiar topic.
5. Retell key facts from a short spoken passage about a familiar topic.
6. Take simple notes during or after listening to a short passage.
7. Make an appropriate oral complaint and give reasons for dissatisfaction.
8. Orally describe a sequence of past events using simple sentences.

Reading/Writing

1. Identify elements of readings, maps, charts and tables (e.g. title, author, headings).
2. Identify the main idea of a short text and recognize one or two reasons or details the author gives to support it.
3. Interpret authentic materials on familiar topics (e.g. bills, labels, job application).
4. Use sentence structure, word form, and affix clues to determine meanings of unfamiliar words.
5. Use the steps of the writing process (planning/prewriting, drafting, revising, editing, and rewriting) to develop written work.
6. Write short paragraph (6-8 sentences) about personal experiences or familiar topics.
7. Write a brief note or email message (e.g., a thank you note after a job interview).
8. Use digital devices (e.g. computers, tablets, or phones) and basic search terms to locate and share information.
9. Independently use online learning platforms (e.g. Canvas) to find course materials, message teachers and classmates, and submit assignments correctly.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Projects, Distance Education

V. Course Content

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

15.000%	Listening: dialogs, conversations, phone messages, instructions, audio/video segments, and/or reports on topics covered in class.
25.000%	Speaking: dialogs, role plays, conversations, interviews, presentations and/or discussions on topics covered in class.
25.000%	Reading: directions, email, authentic and adapted documents, reports, nonfiction text, personal narratives, and/or adapted news stories on familiar topics covered in class.
25.000%	Writing: authentic forms and applications, notes, graphic organizers, workplace and school-related correspondence, and/or short paragraphs.
10.000%	Grammar/vocabulary: simple, compound and complex sentences, past, present, and future simple tenses, continuous tenses, comparative/superlative, count/non-count nouns, and expressions of quantity.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Class Participation: Active engagement in the learning process, demonstrated through effort, meaningful interaction, and collaboration during class activities.
30%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities).
10%	Oral Presentation: individual/small group
20%	Quizzes: quizzes and exams
10%	Written assignments
100%	Total

VII. Sample Assignments:

Give an Informational Report: Step 1: Choose a topic you know well. Examples: a holiday or cultural celebration, your hometown, or another familiar topic. Step 2: Research one basic fact or statistic about your topic from a reliable source (book, website, or article). Step 3: Plan your report. Include: An introduction (what your topic is), 2-3 main points with details, One fact or statistic you found, A conclusion. Step 4: Create a visual aid to support your report. Step 5: Practice giving your report aloud. Focus on clear pronunciation, correct word choice, and using complete sentences. Step 6: Give your report to the class or a small group. Show your visual aid and include your fact or statistic.

Writing About A Community Event: Step 1: Choose a community or campus event you know. Examples: a Farmer's Market, a cultural celebration, or another local event. Step 2: Think about the event. Answer these questions to gather details: Who is there? What happens at the event? Where is it held? When does it happen? Why is it important or interesting? Step 3: Plan your paragraph. Decide the order of your sentences so your paragraph is easy to understand. Step 4: Write your paragraph using 5-8 sentences. Step 5: Check your paragraph. Make sure it is clear and complete. Correct any spelling or grammar mistakes. Step 6: Share your paragraph with a partner or the class.

VIII. Student Learning Outcomes:

1. Write a short paragraph describing an activity or event, including a few supporting details.
2. Provide an oral summary of factual information about a familiar topic.
3. Apply constructive criticism to improve job/school performance.
4. Apply basic study strategies to support English learning.

Substantial Change: ESL - NONCREDIT 904, English as a Second Language Level 4

Units:	0.00
Total Instructional Hours (usually 18 per unit):	95.94
Hours per week (full semester equivalent) in Lecture:	5.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	191.88
Transferability:	None
Degree Applicability:	Noncredit
Advisory(s):	ESL 903

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. Step Forward Level 3 Student Book with Online Practice, Second, Spigarelli, J. and J.Bailey., Oxford University Press © 2019
2. Future 3., Second, S. Lynn, R. Magy, F. Salas-Isnardi, Pearson © 2021
3. Stand Out 4 with Spark Platform., Fourth, Jenkins, R. and S. Johnson., National Geographic Learning © 2021
4. Ventures 4 Student Book, Third, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2018

III. Course Objectives

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

Listening/Speaking

1. Initiate, maintain and conclude extended face-to-face conversations/discussions about a range of topics and issues.
2. Listen and recount a sequence of events or steps in a process presented visually or orally.
3. Ask and answer questions, and paraphrase information to confirm understanding in conversations.
4. Orally summarize and explain information from written, audio, and visual sources, using supporting details and logical sequence.
5. Support a point of view with specific and relevant information.

Reading/Writing

1. Identify and employ effective pre-reading strategies (e.g. predict, skim for gist, preview titles, subtitles, or charts).
2. Interpret charts, graphs, maps, and tables.
3. Refer to details and examples when explaining information from the text.
4. Determine connections between ideas within a passage by interpreting transition words (e.g. however, as a result, likewise).
5. Use context clues and word analysis to infer the meaning of unfamiliar words.
6. Compose a correctly formatted paragraph on a familiar subject.
7. Use the steps of the writing process (planning/prewriting, drafting, revising, editing, and rewriting) to develop written work.
8. Write a letter or email to address a personal or professional need or interest.
9. Use technology tools and effective search terms to find and share information.
10. Independently use online learning platforms (e.g. Canvas) to access class resources, communicate with instructors and peers, complete and submit assignments on time, and review grades.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Online instructor-provided resources, Projects, Distance Education

V. Course Content

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

15.000%	Listening: dialogs, reports, conversations, phone messages, interviews, instructions, guest speakers, lectures, and/or audio/video segments on familiar topics covered in class.
25.000%	Speaking: dialogs, role plays, conversations, interviews, presentations, and/or discussions on content/topics covered in class.
25.000%	Reading: directions, charts, maps, graphs, multistep instructions, authentic documents, web pages, reports, nonfiction text, personal narratives, and/or adapted news stories on familiar topics covered in class.
25.000%	Writing: forms, applications, notes, letters, email messages and/or paragraphs on familiar topics covered in class.
10.000%	Grammar/vocabulary: simple and continuous tenses in the past, present, and future, perfect aspect in present & present continuous, present passive voice, real conditional with If-clauses, gerunds/infinitives, count/non count nouns, comparative/superlative adjectives.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Oral Presentation: individual/small group
20%	Quizzes: quizzes and exams
20%	Written assignments
25%	Class Participation: Active engagement in the learning process, demonstrated through effort, meaningful interaction, and collaboration during class activities
25%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities)
100%	Total

VII. Sample Assignments:

Interview Questions: 1. Create a T Chart with one side of the paper labeled: Questions Employers Ask; and the other side labeled; Questions Applicants Ask.. 2. Write the questions dictated by the instructor, (e.g. What is the salary? When can I start? What are your skills?) in the appropriate columns. 3. Discuss and correct questions with the class. 4. Work with a partner to add your own questions to the list. 5. Work with your partner to role play a job interview using the questions on your list.

Sample Writing Assignment: Step 1. Choose a topic. Pick one process you want to explain (for example: how to get a job, how to volunteer). Step 2. Find information. Use at least two sources (websites, pamphlets, or asking a person). Take short notes about the important steps in the process. Step 3. Prewrite. Organize your notes in the correct order (1, 2, 3...). Decide which steps you will include in your paragraph. Plan where you will use transition words like first, next, then, finally. Step 4. Write your paragraph. Write 6–10 sentences. Begin each step with a transition word. Example: First, I prepare my resume. Next, I look for job listings. Step 5. Revise your paragraph for meaning. Step 6. Read your paragraph out loud to a partner. Correct any errors.

VIII. Student Learning Outcomes:

1. Deliver a clear spoken presentation that describes a problem and suggests possible solutions.
2. Write an organized paragraph using transition words to connect ideas and demonstrate logical order.
3. Create a plan of action, orally or in writing, to achieve short- and long-term personal and work-related goals.
4. Apply study strategies to organize information and improve accuracy and fluency in English.

Substantial Change: ESL - NONCREDIT 905, English as a Second Language Level 5

Units:	0.00
Total Instructional Hours (usually 18 per unit):	95.94
Hours per week (full semester equivalent) in Lecture:	5.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	191.88
Transferability:	None
Degree Applicability:	Noncredit
Advisory(s):	ESL 904

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. Step Forward Student Book 4 with Online Practice, Second, J Currey Santamaria, Oxford University Press © 2019
2. Future 4 English for Results., S. Lynn, R. Magy, F. Salas-Isnardi, Pearson © 2021
3. Stand Out 5 with Spark Platform, Fourth, Jenkins, R. and S. Johnson., National Geographic Learning © 2024
4. Ventures Level 4 Student Book, Third, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge © 2018
5. Longman Dictionary of Contemporary English. NY:

III. Course Objectives

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

Listening/Speaking

1. Ask and answer questions in a more formal setting (e.g., job interview).
2. Confirm understanding of conversations by asking clarifying questions and paraphrasing main points.
3. Identify key details and make logical inferences after listening.
4. Engage in extended conversations and discussions on a range of familiar and unfamiliar topics, demonstrating use of academic and content-specific vocabulary.
5. Prepare and deliver a presentation summarizing findings on a topic of research.
6. Advocate and negotiate on behalf of self and others in a variety of situations, using clear and respectful communication.
7. Recount a detailed sequence of events or steps using effective chronological order and appropriate transition words.

Reading/Writing

1. Interpret and compare information from multiple sources and formats (e.g., texts, charts, graphs, and tables).
2. Use context clues, including word forms, connectors, negatives (e.g., not), affixes, and examples to infer the meaning of unfamiliar words.
3. Analyze specific information in multi-paragraph texts (e.g., time sequence in narratives, cause-and-effect relationships in nonfiction, and comparisons in descriptive texts).
4. Compose a list of formal questions to ask an expert, a speaker, or a job applicant.
5. Take notes on a short lecture, presentation or interview on paper or using a digital device.
6. Use the steps of the writing process (planning/prewriting, drafting, revising, editing, and rewriting) to develop written work.
7. Write a short essay demonstrating correct use of basic verb tenses.
8. Write a formal business letter or email for a specific purpose using appropriate format and register (e.g., cover letter for a resume or a request for a meeting or interview).
9. Gather and evaluate information from digital sources by applying effective search strategies.
10. Independently use online learning platforms (e.g. Canvas) to manage course information, communicate clearly with instructors and peers, submit assignments, monitor academic progress, and engage in online learning activities.

IV. Methods of Presentation:

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
15.000%	Listening: dialogs, reports, conversations, phone messages, interviews, instructions, guest speakers, lectures, audio/video segments on familiar topics covered in class.
25.000%	Speaking: dialogues, conversations, role plays, interviews, and discussions. Group and individual presentations.
25.000%	Reading: directions, charts, maps, graphs, multi-step instructions, authentic documents, webpages, reports, nonfiction text, personal narratives, and/or adapted news stories on familiar topics covered in class and in a variety of formats including web-based platforms and on digital devices.
25.000%	Writing: authentic forms and applications (e.g. job application, rental agreement) notetaking, letters, email, paragraphs and essays.
10.000%	Grammar/vocabulary: parts of speech, past/present/future tenses, present/past perfect, conditionals, passive voice, gerunds/infinitives, adjective clauses, reported speech.
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: Active engagement in the learning process demonstrated through effort, meaningful interaction, and collaboration during class activities
25%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities).
20%	Quizzes: Exams and quizzes
20%	Written assignments
10%	Oral Presentation
100%	Total

VII. **Sample Assignments:**

Essay Brainstorm: 1. On a piece of paper, draw a simple timeline with three parts: Past, Present, Future. 2. In each section, write 3–4 keywords about important life events in the past, what you do now (present), and what you plan for the future. 3. Share your timeline with a partner. 4. Use your notes to write narrative about your past, your present, and your future life events.

Interview Summary: 1. Select a topic of interest to explore (e.g. a future career, a volunteer opportunity, a student service on SMC campus). 2. Individually or in pairs, identify a knowledgeable expert who could provide useful information related to the chosen topic. 3. Contact the expert by phone or email to set up an appointment for a brief interview (in person or remotely). 4. Generate a list of 5–7 appropriate questions to ask. 5. Practice interview questions in pairs. 6. Interview the selected expert and take notes during the interview. 7. Summarize your findings either in an oral presentation to the whole class or a small group, or in a written one-paragraph summary posted in Canvas or Padlet. NOTE: Students who are unable to secure an expert interview may alternatively attend an SMC workshop/event and report their findings orally or in writing.

VIII. **Student Learning Outcomes:**

1. Provide a clear oral summary of key information from an audio source (e.g., a short lecture, presentation, or conversation).
2. Write 2–4 paragraphs for various purposes, such as informing, describing, narrating, summarizing, or expressing an opinion.
3. Collaborate effectively in a team by contributing ideas, actively listening, and coordinating responsibilities to complete complex tasks.
4. Evaluate and choose appropriate study strategies to improve comprehension and communication in a variety of academic and real-world contexts.

Substantial Change: ESL - NONCREDIT 906, English as a Second Language Level 6

Units:	0.00
Total Instructional Hours (usually 18 per unit):	95.94
Hours per week (full semester equivalent) in Lecture:	5.33
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	191.88
Transferability:	None
Degree Applicability:	Noncredit
Advisory(s):	ESL 905

I. Catalog Description

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

II. Examples of Appropriate Text or Other Required Reading:

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

1. Step Forward Student Book 4 with Online Practice, Second, Currie Santamaria, J., Oxford University Press © 2019
2. Ventures Transitions Student Book, Third, Bitterlin, G., D.Johnson, D.Price, S. Ramirez, K.L. Savage, Cambridge University Press © 2018
3. Future 5 Advanced, Second, Diaz,B.,R.Magy, F.Salas-Isnardi., Pearson Education © 2021

III. Course Objectives

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

Listening/Speaking

1. Use strategies to confirm understanding of a conversation by asking clarification questions and summarizing key points.
2. Listen to a variety of authentic sources (e.g., podcasts, guest speakers, videos) and accurately identify specific information (e.g. cause-effect relationships, fact vs. opinion, supporting reasons, claim/counterclaim).
3. Determine attitude and/or emphasis of speaker by attending to word stress, register, intonation, and word choice.
4. Participate in conversations and extended discussions on a wide range of topics, using academic and content-specific vocabulary to speculate, agree or disagree, collaborate, resolve conflict, and solve problems.
5. Present findings on a researched topic (e.g. occupation of interest to the student, an inspiring figure) citing the source.
6. Support an opinion with evidence and facts in order to persuade someone.

Reading/Writing

1. Analyze information (e.g. audience, purpose, author's point of view) from several texts on the same topic to write or speak about the topic.
2. Use a variety of context clues (such as syntax, affixes, and examples) to interpret the meaning of complex sentences, academic vocabulary, and idiomatic expressions.
3. Summarize the main ideas and key details of a text.
4. Incorporate a variety of sentence structures in writing assignments, using appropriate verb tenses and precise vocabulary.
5. Take accurate notes on lectures, presentations, or interviews, identifying key ideas and supporting details.
6. Compose 3–5 well-organized paragraphs with clear topic sentences and supporting details for a variety of purposes (e.g., to inform, describe, narrate, summarize, or state an opinion).
7. Write formal correspondence (e.g. memo, letter, email) for a specific purpose using appropriate format and register.
8. Use the steps of the writing process (planning/prewriting, drafting, revising, editing, and rewriting) to develop written work.
9. Independently use online learning platforms (e.g. Canvas) to manage course information, interact effectively with instructors and peers, submit quality assignments, monitor academic progress, and actively engage in online learning activities.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Projects, Group Work, Distance Education

V. Course Content

<u>% of Course</u>	<u>Topic</u>
15.000%	Listening: dialogs, detailed conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or audio/video segments on familiar and new topics covered in class.
25.000%	Speaking: dialogues, conversations, role plays, interviews, and discussions. Pronunciation exercises. Group and individual presentations on topics covered in class.
25.000%	Reading: directions, email, authentic documents and forms, websites, charts, maps, graphs, tables, personal narratives, news stories, and nonfiction texts on topics covered in class.
25.000%	Writing: authentic forms and applications, notes, letters, email, memos, paragraphs and essays.
10.000%	Grammar/vocabulary: parts of speech, past/present/future simple, continuous, and perfect tenses, noun clauses, adjective clauses, gerunds/infinitives, conditionals, and passive voice.
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
25%	Class Participation: Active engagement in the learning process, demonstrated through effort, meaningful interaction, and collaboration during class activities
20%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities)
15%	Oral Presentation: individual/small group
20%	Quizzes: Quizzes and exams
20%	Written assignments
100%	Total

VII. Sample Assignments:

Group Summary: 1. Working with a group, use appropriate digital resources to learn about a well known person known for promoting inclusion, equity, or diversity in your country. 2. Take notes on key facts: who they are, what they did, challenges they faced, their impact / achievements, and why they inspire. 3. Use reliable websites such as Britannica, Biography.com, UN websites, or reputable news sites. Record author, year, URL of the article(s) you use. 4. Summarize the main points in your own words. 5. Decide which group member will summarize each fact. Practice reading and citing your information. 6. With your group, present your summary to the class.

Speaking About Cultural Misunderstandings : 1. Look at the signs posted in the corners of the room "Agree", "Strongly Agree", "Disagree", and "Strongly Disagree". 2. Listen as the teacher reads statements that reflect common sources of cultural misunderstandings. For example, In my country, it is rude to look at someone in the eye; In my culture, we don't tip; In my culture, it is acceptable to be late to a meeting. 3. After each statement, physically move to the corner of your choice and stand there. When all students have arrived at their corner, discuss your experience with this cultural value and any misunderstandings you have experienced with other students in your corner. 4. After several rounds of discussion in corners, sit in a multicultural group of four. Discuss the source of cultural misunderstandings and brainstorm a list of strategies to overcome them.

VIII. Student Learning Outcomes:

1. Deliver an oral presentation that effectively compares and contrasts ideas.
2. Research a problem and write an analysis that proposes possible solutions.
3. Identify sources of cultural misunderstanding and apply strategies for effective cross-cultural communication.
4. Integrate and adapt study strategies to support advanced English use in academic, workplace, and community settings.

Substantial Change: ESL - NONCREDIT 980, ESL US Citizenship Test Preparation

Units:	0.00
Total Instructional Hours (usually 18 per unit):	64.08
Hours per week (full semester equivalent) in Lecture:	3.56
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	128.16
Transferability:	None
Degree Applicability:	Noncredit

Rationale

The course textbook list has been updated. Some objectives and all SLOs were edited for clarity. One SLO was added, and one SLO was redesignated as an objective. One objective was added.

I. Catalog Description

This course prepares students to pass all three parts of the US Citizenship Test: 1) English Reading and Writing, 2) Civics and History, 3) Personal Questions.

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. Citizenship Passing the Test: Ready for the Interview, 4th , Weintraub, L, New Readers Press © 2024
2. Citizenship Passing the Test: Civics and Literacy, 4th, Weintraub, L, New Readers Press © 2025
3. US Citizen Bootcamp, Gagliardi, J, ESL Publishing © 2025
4. One Nation One People: The USCIS Civics Test Textbook, USCIS, USCIS © 2024

III. Course Objectives

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

1. Respond appropriately to spoken directions and commands.
2. Engage in appropriate small talk during the interview process.
3. Identify eligibility requirements, application procedures, and the steps required in the naturalization process.
4. Use key naturalization terminology.
5. Answer comprehension questions about a sample Application for Naturalization (Form N-400).
6. Identify the sections of the Application for Naturalization (Form N-400) and demonstrate understanding of how to accurately complete each part.
7. Answer common U.S. citizenship interview questions appropriately.
8. Identify major U.S. historical events, documents, and figures and explain their significance.
9. Identify US states, cities, geographical features, and landmarks.
10. Describe U.S. symbols and patriotic holidays and explain their significance.
11. Report the names of local, state, and federal government leaders.
12. Interpret information about electoral politics and candidates.
13. Identify and explain the rights, responsibilities, and privileges of U.S. citizens, including voting, taxes, and jury service.

IV. Methods of Presentation:

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

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Vocabulary: Civics and government vocabulary, locations, months, holidays, numbers, basic verbs, and content words.
25.000%	Listening: interview questions, commands and directions given before, during, and after the interview.
35.000%	Speaking: Citizenship Interview Questions, personal information questions/answers, brief conversations.

10.000%	Reading: Application for Naturalization (Form N-400), Citizenship Interview Questions, short readings on US history and government.
5.000%	Writing: basic English sentences, Application for Naturalization (Form N-400).
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation: Active engagement in the learning process demonstrated through effort, meaningful interaction, and collaboration during class activities.
20%	Class Work: Successful completion of in-class learning tasks (listening, speaking, reading and writing exercises, textbook activities)
20%	Homework
10%	Other: Mock interviews
10%	Written assignments
20%	Exams and Quizzes: 8-10 quizzes and exams
100%	Total

VII. Sample Assignments:

Historical Timeline: Step 1: Work with a group of 3- 4. The teacher will give you five cards with US historical events and dates. (e.g. 1776- independence from Great Britain. 1865-slavery ended.) 2. Work with your group to put the cards in chronological order. 3. Take turns making sentences about the events. ("In ___, ___ happened." "___ is important because ___.") 4. Write the sentences with the events in order.

Citizenship Interview Practice: Step 1. Work with a partner. The teacher will give you a stack of 10 cards with common USCIS Interview questions. Put the cards face down 2. One student is the USCIS officer, the other is the applicant. The officer will pick up the card and read it. The applicant will answer. 3. After 5 questions, switch roles. 4. When you finish, work with your partner to choose the two most difficult questions to answer. Talk together about why they were challenging (vocabulary, grammar, memory, confidence, cultural background, etc.). 5. Debrief with the class.

VIII. Student Learning Outcomes:

1. Read aloud simple sentences with sufficient clarity and pronunciation to be understood by the listener.
2. Write at least one out of three dictated sentences with correct spelling and basic grammar.
3. Respond accurately and appropriately to questions commonly asked during the USCIS citizenship interview, both orally and in writing.