

**GAVILAN COLLEGE
CURRICULUM DEVELOPMENT**

NEW COURSE PROPOSAL - FIRST READING

Date:		Prepared & Submitted by:	
Department:		Course Discipline and Number:	

Obtain signatures from your Department Chair and Area Dean prior to submitting to the curriculum committee.

Date	Print Name	Department Chair
Date	Print Name	Area Dean
Date	Print Name	Signature, Curriculum Chair

Course Title:		Short title:		
Units:	Lecture:	Lab:	Number of weeks:	LEH Factor:
Credit Status: <input type="checkbox"/> Credit - Degree Applicable <input type="checkbox"/> Credit - Non Degree Applicable <input type="checkbox"/> Non Credit				
TOP Code: 0000.00	Classification: Y Credit Course	Non Credit Category: Y Credit Course	Occupational Code (SAM): E Non-Occupational	

Course Numbering System:

0-99 Transfer & Degree Appropriate	99, 199, 299 Emergency, One Term, Special Topics Course
100-198 Degree Appropriate & Potential Transfer	300s Non Degree, Non Transfer Occupational
200-298 Associate Degree Appropriate & Non Transfer	400s Developmental courses
500s Special Populations (see College Catalog for complete descriptions)	600s Adult Education
700s Non Credit	

1. Anticipated first term of offering: Fall Spring Summer Year: 20_____

2. Course Description:

3. Is this course based on a C-ID descriptor? Yes No n/a

C-ID code:

If yes, see the Articulation Officer for assistance with C-ID descriptors.

4. Will course be cross-listed? Yes No

If yes, which department is responsible for scheduling, updating, and assessing the course?

Reason for cross-listing:

5. Justification of recommendation for new course: (e.g. requirement for major's sequence, general education, trends in field or scholarship, etc. List agencies, groups, resources consulted to determine need: State Boards, advisory committees, surveys, other colleges' offerings, etc.)

6. Course Requisites:

List all prerequisites separated by AND/OR, as needed. Also fill out and submit the Prerequisite/Advisory form.

Prerequisite:
Co-requisite:
Advisory:

7. Proposed Grading System:

Standard Letter Grade Option of a standard letter grade or pass/no pass
 Pass/no pass only Non Credit

8. Will course be Repeatable? No Yes

Additional skills that will be acquired by repeating this course must be included in the course outline.
If yes, how many times? 1 2 3 Unlimited (DRC/Non credit only)

Reason for Repeating:

- Intercollegiate Athletics
- Active Participatory course in Physical Education, Visual Arts or Performing Arts related in content to one or more other courses.
- Occupational Work Experience/General Work Experience
- Special class for students with disabilities
- Non Credit

9. Is this a stand-alone course?

Yes Course is NOT included in a degree or certificate program.
No Course IS included in a degree or certificate program.

10. Does this course focus on basic skills in English, ESL or Math? No Yes

If yes, proposed 6 Digit TOP code
Prior to College Code (A, B, C, D, E, F, G, H, Y)

11. Will this course be offered via Distance Education?

Yes No If yes, fill out the Distance Education - Form D when you submit the second reading.

Select all that apply.

- Internet-based:
 - Course development software, such as Moodle
 - Other
- Hybrid
- Other

12. Does this course meet the cultural diversity requirement? Yes No n/a

If yes, please indicate which criteria apply. At least two criteria must be selected and evidenced in the course content section and at least one Student Learning Outcome must apply to cultural diversity.

This course promotes understanding of:

- Cultures and subcultures
- Cultural awareness
- Cultural inclusiveness
- Mutual respect among diverse peoples
- Familiarity with cultural developments and their complexities

13. What resources will be needed in order to offer this class at Gavilan?
- Staffing:
 - Facility Usage:
 - Supplies and equipment (include cost estimates):
 - Tutoring Center resources, if applicable:
 - Can existing library resources at Gavilan accommodate student needs for this class?
 Yes No Verified by: _____ (Verbal verification of Librarian is adequate.)
 If no, list additional resources necessary & budget estimate.
 - Can existing computer software, hardware, and other technological resources at Gavilan accommodate student's needs for this class? Yes No N/A
 If no, list additional resources necessary & budget estimate.

14. If degree applicable, is a similar course offered at community colleges or 4 year colleges & universities? Yes No

Discipline & No	Title	College or Univ.	Upper or Lower Dir <input type="checkbox"/> U <input type="checkbox"/> L	Units/Sem/Qtr
			<input type="checkbox"/> U <input type="checkbox"/> L	
			<input type="checkbox"/> U <input type="checkbox"/> L	
			<input type="checkbox"/> U <input type="checkbox"/> L	

15. If degree applicable, please complete the following information on articulation recommendations. See College Articulation Officer for assistance.

- 15A. Transfer: Would you recommend that this be a course that transfers to:
 State Universities and Colleges Yes No
 University of California Yes No

Will the course satisfy a major requirement at CSU or UC?
 If so, complete the following:

_____ at _____	Required for _____
Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus	Program or Major
_____ at _____	Required for _____
Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus	Program or Major
_____ at _____	Required for _____
Course Title & No. <input type="checkbox"/> CSUC or <input type="checkbox"/> UC Campus	Program or Major

- 15B. General Education: Would you recommend that this be a course that satisfies the GE requirement in the following:

	Natural Science	Social Science	Humanities /Art	Lifelong Learning	Cmun	Math/Quantitative	American Institutions	Cultural Diversity
AA/AS/GE Degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CSU G.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UC Transfer/GE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IGETC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Note that definitions of areas that can be counted in UC or CSU vary. Be sure to ask for assistance if needed.)

Course Outline

COURSE: MATH 1A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2013 **CURRICULUM APPROVAL DATE:** 05/14/2012

SHORT TITLE: CALC/ANAL GEOM I

LONG TITLE: Single-Variable Calculus and Analytic Geometry

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
4	17.34	Lecture:	4	69.36
		Lab:	0	0
		Other:	0	0
		Total:	4	69.36

COURSE DESCRIPTION:

Limits and continuity, analyzing the behavior and graphs of functions, derivatives, implicit differentiation, higher order derivatives, related rates and optimization word problems, Newton's Method, Fundamental Theorem of Calculus, and definite and indefinite integrals. (C-ID: MATH 210) **PREREQUISITE:** Mathematics 8B with a grade of 'C' or better.

PREREQUISITES:

- Completion of MATH 8B, as UG, with a grade of C or better.
- OR
- Score of 28 on Pre-Calculus

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Explain and evaluate limits in general, at infinity, and at particular points. Do it algebraically, graphically and numerically, utilizing technology.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

2. Use continuity to describe the behavior of a function and its differentiability.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

3. Explain the concept of a derivative graphically, numerically, algebraically, and verbally.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

4. Demonstrate the ability to differentiate polynomials, exponential, logarithmic, rational, implicit, and trigonometric functions. Be able to compute higher order derivatives of these functions.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

5. Model and solve related rates and optimization problems.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

6. Analyze and graph functions w/o a calculator. Use derivatives to identify max and min, pts. of inflection, and concavity.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

7. Calculate limits using L'Hopital's Rule. Be able to determine whether it's applicable or not.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3
Year Assessed: 2012

8. Use technology to estimate roots using Newton's Method.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

9. Explain and apply the Fundamental Theorem of Calculus. Use it to evaluate definite and indefinite integrals. Compute basic antiderivatives.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

10. Use technology to evaluate the definite integral using the Right Hand, Left Hand, and Midpoint Rules. Do Riemann sums.

Measure: HW, Quiz, Project, and Exam

PLO: 1, 2, 4

ILO: 2 and 7

GE-LO: B3

Year Assessed: 2012

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/14/2012

WEEK 1, 4 HOURS

CONTENT: Review functions and word problems. Begin discussion of a limit.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to work computational and word problems using functions.

WEEK 2, 4 HOURS

CONTENT: Continue review of functions algebraically, graphically, numerically, and verbally. Continue evaluating limits.

HOMEWORK: Read sections of book and do assigned problems. Do project.

PERFORMANCE OBJECTIVES: The student will be able to work computational and word problems using functions and limits.

WEEK 3, 4 HOURS

CONTENT: Work with limits algebraically and numerically, including limits at infinity. Define continuity.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to work computational and word problems using limits.

WEEK 4, 4 HOURS

CONTENT: Begin derivatives and work on differentiability.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to problems using derivatives and differentiable functions.

WEEK 5, 4 HOURS

CONTENT: Expand the work on derivatives by adding different functions - trigonometric, products, quotients, and Chain Rule.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to take the derivatives of all the different types of functions.

WEEK 6, 4 HOURS

CONTENT: Expand the palette of functions to include logarithmic, logarithmic differentiation, exponential, and implicit.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to spell palette and do problems from the whole palette of functions.

WEEK 7, 4 HOURS

CONTENT: Add higher order derivatives and inverse trigonometric functions. Gateway quiz.

HOMEWORK: Read sections of book and do assigned problems.

12/16/2008

PERFORMANCE OBJECTIVES: The student will be able to take higher-order derivatives and the derivatives of inverse trigonometric functions.

WEEK 8, 4 HOURS

CONTENT: Continue derivatives with hyperbolic functions (optional depending upon the time), differentials, and related rates.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to do problems with differentials and word problems with related rates.

WEEK 9, 4 HOURS

CONTENT: Continue related rates and cover maximum and minimum values.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to more wonderful word problems.

WEEK 10, 4 HOURS

CONTENT: Cover the Mean Value Theorem and Rolle's Theorem. Begin curve sketching.

HOMEWORK: Read sections of book and do assigned problems. Group Project.

PERFORMANCE OBJECTIVES: The student will be able to sketch simple curves and apply the Mean Value and Rolle's Theorems to the sketches.

WEEK 11, 4 HOURS

CONTENT: Continue curve sketching and how derivatives affect the shape of the graph.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to sketch ugly curves without a calculator.

WEEK 12, 4 HOURS

CONTENT: L'Hopital's Rule, indeterminate forms, and complete curve sketching.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to do problems with the above rules.

WEEK 13, 4 HOURS

CONTENT: Employ technology appropriately for sketching graphs. Optimization problems.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to employ technology and work optimization word problems.

WEEK 14, 4 HOURS

CONTENT: Newton's Method, and applications of Calculus to other disciplines.

HOMEWORK: Read sections of book and do assigned problems. Group project.

PERFORMANCE OBJECTIVES: The student will be able to use technology for Newton's Method and also problems that demonstrate applications of Calculus to other disciplines.

WEEK 15, 4 HOURS

CONTENT: Cover antiderivatives, areas, distances, and definite integrals. Use the Left, Right, and Midpoint Rules.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to do problems employing the above rules. They will use them to find areas, distances, and areas under curves.

WEEK 16, 4 HOURS

CONTENT: Riemann sums. The Fundamental Theorem of Calculus and indefinite integrals.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to apply the Fundamental Theorem of Calculus and to take indefinite integrals.

WEEK 17, 4 HOURS

CONTENT: The substitution rule for integration and review for the final exam.

HOMEWORK: Read sections of book and do assigned problems.

PERFORMANCE OBJECTIVES: The student will be able to do basic integration and use the substitution method.

WEEK 18, 2 HOURS

CONTENT: Final exam.

PERFORMANCE OBJECTIVES: The student will be able to demonstrate a comprehensive knowledge of all the material covered in the course

METHODS OF INSTRUCTION:

Lecture.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 5 % to 20 %

Written Homework

Lab Reports

Term or Other Papers

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 80 % to 95 %

Homework Problems

Quizzes

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 0 %

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 0 %

REPRESENTATIVE TEXTBOOKS:

Required:

Stewart, Calculus, Early Transcendentals, 7th edition, Brooks/Cole, 2012, or other appropriate college level text.

Reading level of text, Grade: 14 Verified by: Ken Wagman

Other textbooks or materials to be purchased by the student: Graphing calculator

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV B4, effective 200670

CSU GE:

CSU B4, effective 200670

IGETC:

IGETC 2A, effective 200670

CSU TRANSFER:

Transferable CSU, effective 200670

UC TRANSFER:

Transferable UC, effective 200670

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: MATH18

CAN Sequence: MATH SEQ BC

CSU Crosswalk Course Department: MATH

CSU Crosswalk Course Number: 1A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000242538

Sports/Physical Education Course: N

Taxonomy of Program: 170100

Course: ENGL 420

Also Listed As:

Term Effective: 201030, CURRICULUM APPROVAL DATE: 10/12/2009

Short Title: READING IMPROVE

Full Title: Reading Improvement

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17.34	Lecture: 52.02
Lab: 1			Lab: 17.34
Other: 0			Other: 0
Total: 4			Total: 69.36

Credit Status: C - Credit - Degree Non Applicable

Grading Modes: L - Standard Letter Grade

Repeatability: Repeatability: N - Course may not be repeated

Schedule Types: 02 - Lecture and/or discussion
03 - Lecture/Laboratory
04 - Laboratory/Studio/Activity

Course Description:

This is a practical, "how to" course teaching various methods of learning and reading college material. Using group and individual instruction in vocabulary, comprehension, and study skills, the students will increase their ability to survive academically, to profit, grow and succeed in all college courses, and to enjoy reading and learning. Units earned in this course do not count toward the associate degree and/or certain certificate requirements. PREREQUISITE: Satisfactory score on the English placement examination.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

Completion of ENGL 438, as UG, with a grade of C or better.

OR

Completion of ENGL 439, as UG, with a grade of C or better.

OR

Score of 06 on CTEP Reading

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Students will formulate and practice successful approaches to learning college-level vocabulary, including identifying meaning through context, identifying and utilizing word parts, and dictionary skills.

Measure: quizzes, written exam, class discussion, written demonstration

ILO: 2, 1, 4

2. Students will demonstrate the ability to respond to a variety college-level reading through text-supported responses to questions about reading selections, applying inference, paraphrasing, quoting, analysis, analysis with terms of rhetoric, deciphering main ideas and supporting points, and reflection.

Measure: quizzes, written exam, class discussion, written demonstration

ILO: 2, 1, 4

3. Students will utilize a variety of tools for reading comprehension, which may include graphic organizers, SQR3, PPPC, learning logs, KWL+ charts, think alouds, and/or questioning techniques, and more.

Measure: quizzes, written exam, class discussion, written demonstration

ILO: 2, 1, 4

4. Students will distinguish the link between rate and comprehension and demonstrate rate flexibility by practicing techniques for faster reading and adjusting rate for purpose

Measure: quizzes, written exam, class discussion, written demonstration

ILO: 2, 1, 4

5. Students will employ successful study behaviors, which may include note-taking, annotation, learning styles, and test-taking-skills, as well as understanding and adjusting reading process for success.

Measure: quizzes, written exam, class discussion, written demonstration

ILO: 2, 1, 4

TOPICS AND SCOPE:

Curriculum Approval Date: 10/12/2009

12 Hours

CONTENT: Introduction of course and general college information; participate in ice breakers and community building activities; utilize graphic organizers for reading assignments; work in small groups with reading assignments and graphic organizers; practice and learn vocabulary in context and dictionary skills, introduce reading process.

HOMEWORK: Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz.

STUDENT PERFORMANCE OBJECTIVES: To gain an understanding of the course procedures and objectives, to gain a sense of belonging and identity in the academy, to gain communication and interaction skills, to learn new vocabulary, to practice and gain skills for college-level reading, to gain better understanding of the reading process.

12 Hours

CONTENT: Introduction and practice deciphering main idea and supporting points; utilize graphic organizers for reading assignments; work in small groups with reading assignments; learn and practice inference; practice questioning techniques; practice and learn vocabulary-building techniques, take vocabulary quiz; continued discussion of reading process; learn about learning styles; learn about and practice reading rate and rate flexibility; test for reading rate.

HOMEWORK: Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz.

STUDENT PERFORMANCE OBJECTIVES: To decipher and explain main ideas and supporting points, to practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process and themselves as learners

16 Hours

CONTENT: Continue practice deciphering main idea and supporting points; practice inference; work in small groups with book-length reading and book project; practice questioning techniques; practice and learn vocabulary-building techniques, take vocabulary quiz; continued discussion of reading process; learn and apply study techniques; learn best practices for responding to college-level reading response questions, including quoting and paraphrasing; take mid-term.

HOMEWORK: Read book-length text and complete book project assignments; annotation; study vocabulary for quiz; study for midterm.

STUDENT PERFORMANCE OBJECTIVES: To decipher and explain main ideas and supporting points, to respond effectively in writing to college-level reading response questions; to learn and practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process; to utilize study skills and demonstrate comprehension by taking midterm exam.

10 Hours

CONTENT: Continue learning about and practicing effective response to college-level reading; work in small groups with reading assignments and graphic organizers; practice questioning techniques; learn word parts, take word parts quiz; test for reading rate; learn and practice think alouds; learn and apply study techniques.

HOMEWORK: Read various college-level essays and answer questions or other provided written response activities; annotation; study vocabulary for quiz; study for final exam.

STUDENT PERFORMANCE OBJECTIVES: To respond effectively in writing to college-level reading response questions; to learn and practice utilizing tools for reading comprehension, to learn new vocabulary, to gain communication and interaction skills, to gain better understanding of the reading process; to utilize study skills and demonstrate comprehension by taking final exam.

2 Hours

Final exam

METHODS OF INSTRUCTION:

Lecture, discussion, collaborative learning, supplemental instruction.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Essay exams

Other: Reading portfolio

The problem-solving assignments required:

Quizzes

The types of skill demonstrations required:

Class performance

Other: panel discussion

The types of objective examinations used in the course:

None

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 60% - 70%

Problem-solving demonstrations: 10% - 20%

Skill demonstrations: 20% - 30%

Objective examinations: 0% - 0%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Recommended:

Helmus, Lund, De La Rosa, "Guides to Better Reading", EverRead Associates, 2006

, or other appropriate college level text.

ISBN: 0-9744327-1-7

Reading level of text: 11th grade Verified by: Jessica Hooper

Other textbooks or materials to be purchased by the student:

One book-length work of fiction or non-fiction and a thematic reader and/or handouts of articles, essays and other short works.

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: B

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: B
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000130835
Sports/Physical Education Course: N
Taxonomy of Program: 493070

Course Outline

COURSE: ESL 554 DIVISION: 10 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2014 CURRICULUM APPROVAL DATE: 02/24/2014

SHORT TITLE: ADVANCED ESL GRAMMAR I

LONG TITLE: Advanced ESL Grammar I

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
5	18	Lecture:	5	90
		Lab:	0	0
		Other:	1	18
		Total:	6	108

COURSE DESCRIPTION:

This course is designed to help students improve their grammar usage so that they will be able to expand their use of grammar structures in oral and written communication. Students begin the study of more sophisticated grammar structures such as past perfect, passive voice, and modal auxiliaries for past time, and they review present perfect and modals for present and future time. Students will enhance their understanding of grammar by comparing and contrasting new and previously encountered structures and better appreciate the subtleties of English grammar. PREREQUISITE: ESL 543 with a grade of 'C' or better or ESL Assessment Test Recommendation. ADVISORY: Recommended concurrent enrollment in ESL 552 and ESL 553.

PREREQUISITES:

Completion of ESL 543, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 03 - Lecture/Laboratory
- 04 - Laboratory/Studio/Activity
- 05 - Hybrid

STUDENT LEARNING OUTCOMES:

1. Use the following verb tenses: simple present, present continuous, simple past, past continuous, simple future, present perfect, present perfect continuous, past perfect, and past perfect continuous. Write original sentences using these verb tenses.

Measure: Written and oral classwork, homework, and written exams

PLO:

ILO: 7,2,1

GE-LO:

Year assessed or anticipated year of assessment: 2014

2. Compare and contrast the use of modal auxiliaries and phrases within single sentences and in paragraphs in order to decipher meaning and nuance.

Measure: Written and oral classwork, homework, and written exams

PLO:

ILO: 2,1,4,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

3. Read model paragraphs and explain the purpose and effect of the passive voice. Convert active sentence to passive and vice-versa while maintaining the proper tense correlation. Write original sentences and paragraphs utilizing either active or passive voice where appropriate.

Measure: Written and oral classwork, homework, and written exams

PLO:

ILO: 2,7,1,4

GE-LO:

Year assessed or anticipated year of assessment: 2014

4. Compare and contrast verb tenses and modal auxiliaries to determine differences in use, meaning, and function of each.

Measure: Written and oral classwork, homework, editing exercises, written exams

PLO:

ILO: 2,1,7

GE-LO:

Year assessed or anticipated year of assessment: 2014

5. Select and apply verb tenses to different contexts and time frames (past, present, and future time).

Measure: Written homework, editing exercises, class discussion, written exams

PLO:

ILO: 2,1

GE-LO:

Year assessed or anticipated year of assessment: 2014

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/24/2014

5 Hours

OUT-OF-CLASS ASSIGNMENTS: Every week students will do grammar exercises from the textbook and work with grammar software in the ESL Computer Lab to supplement work done in class.

CONTENT: Review verb tenses and grammar structures previously learned. These include simple present, past and future; present and past continuous; and simple future.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast forms and usage of tenses at the sentence level. Manipulate sentence form to create questions and affirmative and negative statements. Write original sentences. Read model paragraphs and analyze and explain tense usage at the paragraph level.

35 Hours

CONTENT: Review the present perfect tense and present perfect continuous tense. Compare and contrast the use and meaning of these two tenses with other verb tenses used in the present time. Introduce the past perfect tense and the past perfect continuous tense. Compare and contrast the use and meaning of all verb tenses used in the past time and compare to those used in the present time.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast forms and usage of all verb tenses at the sentence level. Manipulate sentence form to create questions and affirmative and negative statements. Write original sentences. Read model paragraphs and analyze and explain tense usage at the paragraph level.

25 Hours

CONTENT: Review modal auxiliaries used for present and future time. Introduce modal auxiliary forms used to express past time.

STUDENT PERFORMANCE OBJECTIVES: Compare and contrast the usage of the following modals and related expressions: will, may, might, can, could, would rather, would like, must, have to, should, ought to, had better, be supposed to, be able to, be allowed to, be permitted to. Introduce the form used for past time: could have, may have, might have, must have, should have, would have, be supposed to, be able to, be allowed to, be permitted to, had to. Analyze short paragraphs and dialogues to decipher meaning and nuance. Construct questions and affirmative and negative statements using modals.

20 Hours

CONTENT: Introduce the passive voice, its form, meaning, and use, and compare it to active voice.

STUDENT PERFORMANCE OBJECTIVES: Identify active and passive sentences. Convert active sentences to passive and vice-versa. Use modal auxiliaries in the passive. Correlate the tense of an active sentence with that of its passive equivalent. Use participles as adjectives. Read model paragraphs and analyze and discuss the purpose and effect of the passive voice.

3 Hours

CONTENT: Review of all grammatical structures presented in the semester.

STUDENT PERFORMANCE OBJECTIVES: Demonstrate mastery of correct formation of verb tenses and appropriateness of use in present, future, and past time.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Students are taught English grammar through a variety of activities that include: lecture, pair work, small and large group activities, written and oral textbook exercises, sentence and paragraph writing, reading and analysis of model paragraphs, and grammar and writing exercises utilizing ESL software.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Essay exams

Term papers

Other: Paragraph writing

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other: Cloze paragraph

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 15% - 40%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 5% - 15%

Objective examinations: 60% - 80%

Other methods of evaluation: 0% - 0%

REPRESENTATIVE TEXTBOOKS:

Required:

Elbaum, Sandra. Grammar in Context, Book 3, 5th Edition (the first half). Heinle Cengage Learning, 2010, or other appropriate college level text.

ISBN: 978-1-4240-7902-5

Reading level of text, Grade: High Intermediate/Advanced ESL Level Verified by: Nicole Cisneros

Other textbooks or materials to be purchased by the student: More Grammar Practice Book 3, 2nd Edition, Heinle Cengage Learning, 2011.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: C

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000456085

Sports/Physical Education Course: N

Taxonomy of Program: 493084

Course: ESL 775

Also Listed As:

Term Effective: 200970, PENDING COURSE

Short Title: ESL LITERACY I

Full Title: ESL Literacy I

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 5	0	17.34	Lecture: 86.7
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 5			Total: 86.7

Credit Status: N - Non Credit

Grading Modes: N - Non Credit

Repeatability: R 99 times, credit hours

Schedule Types: 02 Lecture and/or discussion

Course Description:

This is a pre-ESL survival course that is designed for students with very limited reading/writing skills. The focus is on letter formation, sight-sound recognition and decoding skills.

ADVISORY: Placement by the CASAS test.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Recognize and form letters of the alphabet

ILO: 2

Measure: homework, quizzes and tests

2. Identify sounds of consonants and vowels

ILO: 2

Measure: individual, pair and small group work

3. Decode simple words

ILO: 1, 2

Measure: individual, pair and small group work

4. Recognize simple, common vocabulary

ILO: 1, 2

Measure: individual, pair and small group work, homework, quizzes, and test

5. Write simple sentences and questions

ILO: 1, 2

Measure: individual, pair and small group work, homework, quizzes, and test

TOPICS AND SCOPE:

Curriculum Approval Date: 03/09/2009

5 Hours

CONTENT: Students will copy and print the letters of the alphabet.

HOMEWORK: Students will complete homework exercises in their workbooks.

STUDENT PERFORMANCE OBJECTIVES: Students will form the letters of the alphabet.

20 Hours

CONTENT: Students will practice the sounds associated with each consonant and vowel of the alphabet.

HOMEWORK: Students will complete homework exercises from their workbooks.

COURSE OBJECTIVES: Students will recognize the name of a letter and state its sound.

20 Hours

CONTENT: Students will take syllables composed of different consonants and vowels to practice the skill of decoding.

HOMEWORK: Students will complete homework exercises in their workbooks.

STUDENT PERFORMANCE OBJECTIVES: Students will recognize letters and their sounds in order to combine and read single syllables.

20 Hours

CONTENT: Students will expand from syllables to words to complete simple

sentences using their decoding skills. They will be introduced to English sentence word order, present tense, and simple common vocabulary.

HOMEWORK: Students will complete homework exercises in their workbooks.

STUDENT PERFORMANCE OBJECTIVES: Students will recognize sound patterns to read and write simple vocabulary words and expand to complete sentences.

10 Hours

CONTENT: Students will practice writing and saying numbers in English in order to count, handle money and tell time.

HOMEWORK: Students will complete homework exercises in their workbooks.

STUDENT PERFORMANCE OBJECTIVES: Students will tell time, count and handle money.

2 Hours

CASAS Test

METHODS OF INSTRUCTION:

Activities: copy work, dictation, picture to word association, sound to symbol association, group and individual reading and writing. Use of flash cards, matching games, sentences and dialogues.

Instruction: pair and individual work, choral, round robin, cooperative learning.

METHODS OF EVALUATION:

REPRESENTATIVE TEXTBOOKS:

Recommended:

Nishio, ESL Literacy, Longman, 2006

Hartel, Lowry, and Hendon, Sam and Pat: Beginning Reading and Writing, Heinle, 2006

Saslow, Literacy Plus Level A or B, Longman, 2003

Gati, Literacy in Lifeskills 1 or 2, Heinle and Heinle, 1992

Molinsky and Bliss, Access: Fundamentals of Literacy and Communication, Prentice Hall Regents, 1990

Fesler and Newman, Taking Off Beginning English, McGraw-Hill, 2004

Moss, Shank, and Terrell, Collaborations Literacy, Heinle and Heinle, 1997

or other appropriate college level text.

Reading level of text: Literacy Level grade. Verified by: M. Sanidad

Other Materials Required to be Purchased by the Student: none

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: L

Noncredit Category: A

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: 493082

GAVILAN COLLEGE

Community Education

5055 Santa Teresa Blvd.
Gilroy, CA 95020
Phone: (408) 852-2801 Fax: (408) 852-2805
www.GavilanCE.com

Instructions for Completing Course Proposal Form – SPRING 2014

About Community Education and its programs

Community Education offers short-term, not-for credit courses that are non-graded and enrichment based. Community Education serves both adults and youth. Instructors hired for the community education program are independent contractors.

Adult Courses

Generally scheduled **M-F after 6:00 pm and on Saturdays after 9am**. Courses may include those from any area in which you have special expertise or education and that are of interest to our students.

College for Youth (CFY)

Generally scheduled on Saturdays throughout the year. Courses/Camps are generally academic, but, we encourage fun courses/camps as well that encourage learning. Classes scheduled according to age or grade level.

The **SPRING 2014** schedule will run from **February 10 - May 31, 2014**

Holidays & other days classes will not be scheduled

Friday, February 14 - Monday, February 17	Presidents' Day Holidays
Friday, April 18 - Sunday, April 20	Easter weekend
Friday, May 24 - Monday, May 26	Memorial Day weekend

About Completing the Course Proposal

Please submit a course proposal for each course or camp-type activity you wish to teach. Course proposals should be submitted each semester in which you wish to teach. Please attach your resume to the course proposal. If you do not complete the course proposal form and attach a resume, we will not consider your proposal. New courses must have **all information** completed. **We do not accept other formats. Course Proposals are due Friday, September 13, 2013.** Please submit them via email to ramstrong@gavilan.edu, by fax at (408) 852-2805 or by mail to Gavilan College, Community Education, 5055 Santa Teresa Blvd., Gilroy, Ca. 95020.

COURSE PROPOSAL FORM CONTENTS

See specific captions below for questions regarding the course proposal. Please note, Community Education reserves the right to edit course titles and brochure descriptions, change class locations, schedules and fees based on negotiations with the instructor.

Course Title or Camp-Type Activity

Since you only have 3 seconds to catch the reader's eye, your title should be catchy and attract attention.

Proposed Fee

You may want to consider previous Community Education schedules for price determination. If you are still not sure about a course fee, we can provide assistance based on our experience in the community.

Material Fees

Material fees required by the instructor should cover materials **necessary** for students to participate in the class. **You must submit copies or samples of your materials with your course proposal form unless you have previously done so.** The participants pay material fees directly to the instructor on the day of class.

Proposed Dates of Meetings

Please indicate to us dates and times of availability and the number of meetings you will need to teach your course. It is best to indicate two different time periods for availability in case your first choice is not available.

Classroom Requirements

Please indicate to us if you have need for a special classroom or equipment. Please note, that use of LCD projectors is very limited.

Minimum Age

Please indicate to us if persons under 18 may participate in your course.

Class Size Limits

Please indicate if you need a minimum number of students in order to hold this class or if you have a maximum number of students that you can accommodate. If you leave this section blank, the default minimum will be 1 and the maximum will be based on the number of students that the classroom can accommodate.

Brochure Description

The brochure description should be lively, informative and brief. It should use action verbs and be addressed to the second person (you) as much as possible (i.e. You will discover many...). **Avoid** sentences that begin such as "This course will teach"... or "Students will learn" Look through other course descriptions for ideas to "spice up" your copy. **Please limit the description to 45-55 words.**

Course Outline

Please provide a brief summary of course content. This information will be made available to students who require additional information regarding your course.

Instructor Biography

Instructor bios should be short - one or two sentences at most and should **relate directly to the proposed course.** For example, if you are teaching a basket-weaving course, please discuss your experience as it relates to this course. If you submit course proposals in more than one area, please submit a bio for each course as it relates to your experience.

Marketing Your Course

Dual marketing by Community Education staff and instructors works best to ensure a sizeable class enrollment. We will send out course brochures through bulk mail distribution (it will reach over 64,000 residents and businesses within the Gavilan College district). Further, we will do our best to publicize courses through press releases. As an independent contractor, you are encouraged to market your course (more enrollments means more money for you!). In order to assist you, we can offer suggestions for marketing opportunities. Prior to marketing your course, please provide our office with a sample of any potential marketing pieces. All marketing pieces should have Gavilan College's logo and contact information on it. You must request the logo and contact information before submitting any marketing material to the press.

Student Inquiries

Generally, a few students will want to learn more detail about your course. Please indicate to us if and how students may contact you with questions.

COMMUNITY EDUCATION POLICIES**Contracting Requirements for Instructors**

- a. Expertise and/or teaching experience (teaching credential preferred for CFY classes).

- b. Proof of Independent contractor status (Federal EIN, Business License, Business Bank Account, Business Card & Company Letterhead, copies of flyers or materials from other locations where you have taught, or any other items you feel are proof of this status) If you aren't sure, give us a call and we can help.

Instructor Pay

Adult Courses: Instructors will receive 50% of total student enrollment after a 30% fee for overhead has been deducted.

College for Youth Courses: Negotiable. Hourly wage, percentage or flat rate based on credential, previous teaching experience and contract.

Enrollment Information

Generally, the Community Education program does not have a minimum enrollment requirement, unless specified in your contract. Instructors should plan on meeting classes with low enrollment because we have many last minute and walk-in registrations (unless otherwise agreed to in instructor contract). We feel that canceling classes is a great disservice to students. Please remember that many classes are advertised by word of mouth over several sessions. If you consistently cancel your class due to low enrollment, it may never have a chance to grow. In addition, we may not consider you for future Community Education teaching opportunities.

If your course is accepted, you may view your current enrollment/roster information for your class, by visiting our 24/7 enrollment management system, Lumens, at www.gavilance.com. Once your course has been accepted, we will set up a username and password for you so you can access your course roster, sign-in sheet and email your students regarding your class. Your username and password will be emailed directly from our website. Once your profile has been set up, click on *sign-in*, enter your *username* and *password* and then click on *'future rosters'*.

Course Acceptance and Contract

If your course is considered for the upcoming session, you will be contacted to discuss details. If your proposal is accepted, you will receive an instructor contract, manual and other documentation. You must return the contract and sign off sheet of the manual within the time indicated. ***It is imperative that you read your contract and instructor manual thoroughly.*** If you are not contacted by the Community Education office, please do not assume your proposal has been accepted. You may inquire directly with Community Education at 408-852-2802.

GAVILAN COLLEGE COMMUNITY EDUCATION COURSE PROPOSAL, SPRING 2014

DUE: Friday, September 13, 2013

Print or type & fill out completely. Do not write "see attached". Incomplete forms will **NOT** be considered even if you have offered this course with us before. If you have previously offered the same class with us before, note changes only (if there are none, note 'NO CHANGE'). Complete one proposal per course.

Instructor Hiring Information

Name: _____ SSN or EIN (provide later) _____
Address: _____ Phone # day () _____
_____ Phone # eve () _____
_____ Fax # () _____
E-Mail: _____

Are you an employee of Gavilan College? Yes ___ No ___ Classified ___ Faculty ___ Management ___
Have you worked for Gavilan College within the last year? Yes ___ No ___
Do you operate a business? Yes ___ No ___ If yes, business name _____
Business Web Address: _____

Course Info/Logistics

Proposed Course Title: _____

New Course Yes ___ No ___ Previously offered with Community Education Yes ___ No ___

Have you taught this course before for another organization Yes ___ No ___

If yes, when and for whom? _____

If you answered yes please attach or submit advertising copy with this proposal.

Recommended Course Fee \$ _____ Materials fee? Yes ___ No ___ Optional ___ Required ___

If yes, Materials fee \$ _____ is payable by: Cash ___ Check ___

Materials fee covers: Photocopies Supplies Other: _____

A copy or sample of your materials must be provided to our office. Attach copy to your proposal.

Proposed Day(s)	Proposed Date	Start Time	End Time	# of Mtgs.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Do you require a special type of classroom or equipment? Yes ___ No ___

Explain (e.g., shop area, large tables, internet access, overhead projector)

- Tables Overhead Projector LCD Projector for PowerPoint Internet
- Computers Other: _____

Minimum Age Allowed: _____ If a CFY class, state age & grade level of students: _____

Class size limits: Min. _____ Max. _____

May students contact you with questions regarding your class? Yes ___ No ___

If yes, how should they contact you?

Email: _____ Day Phone: _____ Eve Phone: _____

Brochure Description & Course Outline

Brochure Description- Please provide a brief 3 sentence description (45-55 words). To engage student interest, use action words and point out the benefits of your course. This is how your description will appear in our schedule, although it is subject to editing by Community Education staff.

Course Outline - Please provide a brief summary of course content. If necessary, attach a separate outline sheet to form.

Marketing

Who is your target audience? College For Youth Business/Professionals
 Recreation/Hobbyist: Other:

How will you market this class? Flyers Press Releases Ads-Newspaper Ads-Web
 Networking Memberships/Organizations: _____

Copies of prospective marketing materials must be approved by Gavilan College Community Education prior to submission to any outside agency/audience.

Instructor Biography

Instructor Biography as it relates to this course (no more than 2 sentences).

Please return completed form and resume to: Gavilan College, Community Education, 5055 Santa Teresa Blvd., Gilroy, Ca. 95020. For questions, call (408) 852-2802, email rarmstrong@gavilan.edu or visit our website at www.gavilance.com

For internal use only						
<i>Reviewed by CE Staff</i>	<i>Date</i>	<i>Accepted</i>	<i>Not- Accepted</i>	<i>Instructor Contacted</i>	<i>If Accepted, Confirmed w/Instr</i>	<i>Entered in Lumens</i>