

Las Positas College
Curriculum Committee Meeting
03/17/2025
5.0 First Reading Packet

5.1 Course Modifications

- ESL 120A Intermediate Grammar for Reading and Writing
- ESL 120B High-Intermediate Grammar for Reading and Writing
- ESL 130B High-Beginning Grammar for Reading and Writing
- ESL 23 Advanced Grammar
- ESL 26 Advanced Editing
- INTD 30 Fundamentals of Lighting
- INTD 35 Residential Space Planning
- INTD 45 Basic Kitchen and Bathroom Design
- NESL 220A Intermediate Grammar for Reading and Writing
- NESL 220B High-Intermediate Grammar for Reading and Writing
- NESL 230B High-Beginning Grammar for Reading and Writing



Course Modification: ESL 23 - Advanced Grammar

Course Modification: ESL 23 - Advanced Grammar (Launched - Implemented 02-08-2025)
compared with
ESL 23 - Advanced Grammar (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

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

Course Content

Lecture Content

1. Parts of Speech

1. Review of all parts of speech

2. Verbs

1. Review of all verb tenses
2. Review of verb types (transitive, intransitive, linking) and forms, including participles

3. Verb Form

1. Gerunds and Infinitives after certain verbs on the "Academic Word List"

4. Modals

1. Present and perfect modals of ability, advisability, intention, suggestion, degree of certainty, and expectation

5. Passive Voice

1. Review of passive voice in all verb tenses

6. Adverb Clauses

1. Formation, use, and meaning of adverb clauses, including hypothetical conditionals

7. Adjective Clauses

1. Formation, use, and meaning of adjective clauses, including restrictive and non-restrictive clauses

8. Noun Clauses

1. Formation, use, and meaning of noun clauses, including "that" clauses, "if/whether" clauses, and question word clauses
2. Changes (verb tense, etc.) for noun clauses as reported speech
3. Differentiation of "that" in noun, adjective, and adverb clause

Equity Based Curriculum

- Methods of Instruction

Address _

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

- Assignments

Address _

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. Reading/Analysis Tasks

1. Identify grammatical structures in discourse: Read the following passage and identify the subject and tensed verb in every clause. Identify the type of each clause.
2. Fill in the blank in close exercises with specific deletions, for example, verb tenses or subordinators.
3. Read a passage of several paragraphs and identify target grammar. For example, identify every adjective clause and the noun it refers to.
4. Read a longer passage and identify five complex sentences. Identify the clauses and verb tenses in each. Select one sentence to analyze for the class.
5. Identify the instances of passive voice in an academic essay and analyze the purpose of each.
6. Analyze verb tense shifts and explain how verb tense affects meaning.
7. Choose an aspect of English grammar that is very different from your native language. Explain the differences. For example, how do you discuss your intention to do something in the future that you may or may not do.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 23, the student should be able to analyze~~ Analyze sentence structure of complex sentences with multiple clauses in written academic discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 23, the student should be able to interpret~~ Interpret and analyze verb tense and aspect, use appropriate verb tense and aspect in

_ discourse, interpret, analyze, and use active and passive voice in discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 23, the student should be able to recognize~~ Recognize the multiple uses of verb forms in written discourse and have mastery over the verbs

_ that are frequently followed by a gerund or an infinitive.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 23, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written academic

_ discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 120B - High-Intermediate Grammar for Reading and Writing(**Active Launched**)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220B - High-Intermediate Grammar for Reading and Writing(**Active Launched**)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 121B - High-Intermediate Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course NESL 221B - High-Intermediate Reading and Writing(**Active Launched**)

Distance Education

Effective Term Fall 2026

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

Yes

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

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

Delivery Methods

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

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

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should~~

be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms:

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

☐

Emergency Delivery Methods

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

- Emergency Fully Online (EFO): All three taught modes fully were online evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. OFI: The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

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

- Instructor response time.

- [_ Grade turnaround time.](#)
- [_ Student participation.](#)
- [_ Instructor participation.](#)
- [_ Student rights and responsibilities.](#)
- [_ Student behavior in a DE course.](#)
- [_ Academic Integrity.](#)

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least ~~4~~ [four](#) times per semester :

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

Frequency

Weekly :

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

Frequency

Weekly :

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

Frequency

~~At least 4 times per semester:~~ [Weekly](#)

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
At least twice per semester : _
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
Weekly :
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency
At least twice per semester :
- - **Peer-editing/critiquing:** - ~~*Students will complete peer-editing assignments.*~~
Frequency -
~~At least twice per semester:~~

Student-Content Interaction

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

- - **Class discussion board:** - ~~*Students will post to the discussion board, answering questions on course content posed by the instructor.*~~
Frequency -
~~Weekly:~~
- - **Group work:** - ~~*Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
Frequency -
~~At least twice per semester:~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
Weekly :
- **Other:**
Frequency
Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. Author(s) [Martin Hewings](#)
 Title [Advanced Grammar in Use](#)
 Edition [4th](#)
 Publisher [Cambridge University Press](#)
 ISBN-13 [978-1108920216](#)
 Year [2023](#)
 Or Equivalent [Yes](#)
2. Author(s) [Mark Lester](#)
 Title [Advanced English Grammar for ESL Learners](#)
 Edition [2](#)
 Publisher [McGraw-Hill Education](#)
~~ISBN-13~~ -
~~Year~~ - ~~2016~~
~~Or Equivalent~~ - ~~No~~
3. Author(s) [Jay Maurer](#)
 Title [Focus on Grammar 5](#)
 Edition [5](#)
~~Publisher~~ ~~Year~~ ~~Pearson Education~~ [2016](#)
4. Author(s) [Helen Hoyt Schmidt](#)
 Title [Advanced Grammar](#)
 Edition [1](#)
[Publisher](#) [Pearson Education](#)
 Year [2015](#)
5. Author(s) [Sandra N Elbaum](#)
 Title [Grammar in Context 3](#)
 Edition [6](#)
 Publisher [Cengage Learning](#)
~~Year~~ [Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#)
~~2016~~
6. Author(s) [Betty S Azar, Stacy A Hagen](#)
 Title [Understanding and Using English Grammar](#)
 Edition [5](#)
 Publisher [Pearson Education](#)
[ISBN-13](#) [-](#)
[Year](#) [2016](#)
 Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
 -
[Or Equivalent](#) [No](#)

Codes and Dates

Course Codes

Originator ~~Brickman, Jonathan~~ [Payne, Leslie](#)

Origination Date

~~07~~ [11](#) / ~~27~~ [02](#) / ~~2021~~ [2024](#)

Parent Course

ESL 23 - Advanced Grammar

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

02/08/15/2019 2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for English as a Second Language 23 Advanced Grammar

Effective: Fall 2026

Catalog Description:

ESL 23 - Advanced Grammar

3.00 Units

This is a one semester advanced grammar course for academic purposes. The course focuses on sentences, clauses, and phrases, verb tenses and forms, auxiliary verbs and modals, and grammar analysis primarily to enhance reading comprehension. Students are advised to enroll concurrently in ESL 23 and ESL 24 or 25.

Prerequisite: ESL 120B with a minimum grade of P, or NESL 220B with a minimum grade of P and ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P. **Enrollment Limitation:** placement through the ESL assessment process

Course Grading: Optional

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

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use standard grammar terminology to analyze sentence structure of complex sentences with multiple clauses, including adjective, adverb, and noun clauses, in written discourse
- B. Demonstrate mastery of the English verb tense system in both active and passive voice
- C. Demonstrate comprehension of hypothetical conditional clauses
- D. Demonstrate mastery of modals and modal expressions, simple and perfect, to express ability, advisability, intention, suggestion, degree of certainty, and expectation

- E. Use an English language learner dictionary to find information about a word, including part of speech, type of noun or verb, grammar restrictions, word forms, and definition/s

Course Content:

1. Parts of Speech
 1. Review of all parts of speech
2. Verbs
 1. Review of all verb tenses
 2. Review of verb types (transitive, intransitive, linking) and forms, including participles
3. Verb Form
 1. Gerunds and Infinitives after certain verbs on the "Academic Word List"
4. Modals
 1. Present and perfect modals of ability, advisability, intention, suggestion, degree of certainty, and expectation
5. Passive Voice
 1. Review of passive voice in all verb tenses
6. Adverb Clauses
 1. Formation, use, and meaning of adverb clauses, including hypothetical conditionals
7. Adjective Clauses
 1. Formation, use, and meaning of adjective clauses, including restrictive and non-restrictive clauses
8. Noun Clauses
 1. Formation, use, and meaning of noun clauses, including "that" clauses, "if/whether" clauses, and question word clauses
 2. Changes (verb tense, etc.) for noun clauses as reported speech
 3. Differentiation of "that" in noun, adjective, and adverb clause

Methods of Instruction:

1. Lecture - for example, explaining the formation, use, and placement of noun clauses
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between noun and adjective clauses
4. Individualized Instruction - for example, working one-on-one to assist with a student's analysis of a sentence
5. Projects - individual or small group projects covering a specific grammar concept
6. Student Presentations - individual or small group presentations of a specific grammar concept

Typical Assignments

- A. Reading:
 1. Reading/Analysis Tasks
 1. Identify grammatical structures in discourse: Read the following passage and identify the subject and tensed verb in every clause. Identify the type of each clause.
 2. Fill in the blank in close exercises with specific deletions, for example, verb tenses or subordinators.

3. Read a passage of several paragraphs and identify target grammar. For example, identify every adjective clause and the noun it refers to.
4. Read a longer passage and identify five complex sentences. Identify the clauses and verb tenses in each. Select one sentence to analyze for the class.
5. Identify the instances of passive voice in an academic essay and analyze the purpose of each.
6. Analyze verb tense shifts and explain how verb tense affects meaning.
7. Choose an aspect of English grammar that is very different from your native language. Explain the differences. For example, how do you discuss your intention to do something in the future that you may or may not do.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Minimum of two, including a comprehensive final
- B. Quizzes
 1. Minimum of every other week
- C. Class Work
 1. Weekly
- D. Home Work
 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Analyze sentence structure of complex sentences with multiple clauses in written academic discourse.
- B. Interpret and analyze verb tense and aspect, use appropriate verb tense and aspect in discourse, interpret, analyze, and use active and passive voice in discourse.
- C. Recognize the multiple uses of verb forms in written discourse and have mastery over the verbs that are frequently followed by a gerund or an infinitive.
- D. Use standard grammar terminology to analyze and discuss English in written academic discourse.

Textbooks (Typical):

Textbook:

1. Martin Hewings *Advanced Grammar in Use*. 4th ed., Cambridge University Press, 2023.
2. Mark Lester *Advanced English Grammar for ESL Learners*. 2 ed., McGraw-Hill Education, 2016.
3. Jay Maurer *Focus on Grammar 5*. 5 ed., Pearson Education, 2016.
4. Helen Hoyt Schmidt *Advanced Grammar*. 1 ed., Pearson Education, 2015.
5. Sandra N Elbaum *Grammar in Context 3*. 6 ed., Cengage Learning, 2016.
6. Betty S Azar, Stacy A Hagen *Understanding and Using English Grammar*. 5 ed., Pearson Education, 2016.



Course Modification: ESL 26 - Advanced Editing

Course Modification: ESL 26 - Advanced Editing (Launched - Implemented 02-08-2025)
compared with
ESL 26 - Advanced Editing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Analysis of errors that affect meaning:
 1. Verb tense
 2. Verb form
 3. Modals
 4. Conditional sentences
 5. Passive voice
 6. Relative, adverb, and noun clauses
 7. Sentence structure
 8. Word order
 9. Connecting words

2. Analysis of errors that distract or confuse readers:

1. Subject-verb agreement
2. Articles
3. Word choice
4. Word forms
5. Prepositions

3. Strategies for revision and making writing more clear:

1. Correcting unclear sentences
2. Expanding academic vocabulary
3. Academic writing style

4. Strategies for self editing:

1. Editing symbols
2. Techniques for prioritizing errors
3. Proofreading

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- [_ Methods of Instruction](#)
[Address](#) [_ Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.](#)

Typical Assignments

Typical Assignments

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

1. **Writing Tasks**

1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.

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

1. Editing Tasks

1. Analysis: *Identify the subjects, tensed verbs, objects in each clause of your paragraph.*
2. Peer editing and error detection: *Read your partner's paragraph and identify any verb tense or verb form errors.*
3. Error correction: *Self-correct the errors marked by your instructor.*

2. Grammar Exercises

1. Fill in the blanks with the correct tensed verb.
2. Change the verbs in the following sentences from the active to the passive voice.
3. Complete the following conditional clauses with a logical result clause.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 26, the student should be able to distinguish~~ Distinguish the subject, verb, and object in each clause in compound, complex, ~~compoundcomplex~~ compound-complex sentence and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 26, the student should be able to identify~~ Identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, _ and compound-complex sentences and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 26, the student should be able to produce~~ Produce the verb forms (base, past, past participle, present participle) for the verbs on the list
_ of most common 0-2000 words as well as select words from the academic word list and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 26, the student should be able to select~~ Select , use, and explain the correct verb tense (simple, progressive, perfect, and perfect
_ progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 120B - High-Intermediate Grammar for Reading and Writing(**Active** Launched)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220B - High-Intermediate Grammar for Reading and Writing(**Active** Launched)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 121B - High-Intermediate Reading and Writing([Active](#) [Launched](#))

Skills Analysis

Requisite Course Objective(s)

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

Degree of Importance [Required](#) [Recommended](#)

2. Requisite Type Prerequisite

Requisite Course NESL 221B - High-Intermediate Reading and Writing([Active](#) [Launched](#))

Methods of Evaluation

Methods

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

- Papers

Frequency

[frequent \(minimum](#) [Minimum](#) of every other week) , short essays to be marked and edited

Distance Education

Effective Term [Fall 2026](#)

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

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

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

- **Emergency Fully Online (~~FO~~ EFO):** *Instruction taught involving regular and effective [fully](#) online interaction that takes place synchronously or asynchronously and is supported by only materials [in](#) and activities delivered through the college's learning management system, and through the use [case](#) of other [an](#) required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- - **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time [emergency](#).*

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms:~~

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

At

Emergency three Delivery modes Methods

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

- ~~• were **Emergency evaluated Fully by Online the (EFO): full-time** ESL *taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer theses courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.*~~

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
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- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here

represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least ~~4~~ four times per semester :

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

Frequency

Weekly :

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

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Weekly :

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

Frequency

~~At least 4 times per semester:~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
At least twice per semester : _
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
Weekly :
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency
At least twice per semester :
- **Peer-editing/critiquing:** - ~~*Students will complete peer-editing assignments.*~~
Frequency -
At least twice per semester:

Student-Content Interaction

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

- - **Class discussion board:** - ~~*Students will post to the discussion board, answering questions on course content posed by the instructor.*~~
Frequency -
Weekly:
- - **Group work:** - ~~*Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
Frequency -
At least twice per semester:
- - **Written papers:** - ~~*Papers will be written on various topics.*~~
Frequency -
Minimum of every other week:
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency

Weekly :

- **Other:**

Frequency

Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. **Author(s)** [Martin Hewings](#)
Title _ [Advanced Grammar in Use](#)
Edition _ 4th
ISBN-13 _ [978-1108920216](#)
Year _ 2023
Or Equivalent _ [Yes](#)
2. **Author(s)** _ Raymond Murphy, William R Smalzer
Title Grammar in Use Intermediate
Edition 4
ISBN-13 **Publisher** [Cambridge University Press](#)
Year 2018
Or Equivalent - [No](#)
3. **Author(s)** J Maurer
Title Focus on Grammar 5
Edition 5
Publisher Pearson Education
Year 2016
4. **Author(s)** Robyn Brinks Lockwood, Kristin Donnalley Sherman, Lyda Baker
Title Grammar for Great Writing C
Edition 1
Publisher Cengage Learning
Year 2018
5. **Author(s)** David Skiwire, Harvey S. Wiener
Title Student's Book of College English
Edition 14
Publisher Pearson Education
Year 2017
6. **Author(s)** S M Elbaum
Title Grammar in Context 3
Edition 6
Publisher - [Cengage Learning](#)
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
7. **Author(s)** Janet Lane, Ellen Lange
Title Writing Clearly: Grammar for Editing
Edition 3
Publisher _ [Cengage Learning](#)

ISBN-13 _

Year 2012

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

This is a "classic" text and still a very valid resource. A more recent edition is not yet available.

Or Equivalent _ No

Codes and Dates

Course Codes

Originator ~~Brickman, Jonathan~~ Payne, Leslie

Origination Date

~~07/11/27~~ 02/2024

Parent Course

ESL 26 - Advanced Editing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-

02/08/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for English as a Second Language 26 Advanced Editing

Effective: Fall 2025

Catalog Description:

ESL 26 - Advanced Editing 3.00 Units

This course is designed to increase students' awareness of their own use of written language and give them practice in editing strategies which will enable them to use linguistic forms accurately, meaningfully and appropriately in written expression. Students are advised to enroll concurrently in ESL 26 and ESL 24 or 25.

Prerequisite: ESL 120B with a minimum grade of P, or NESL 220B with a minimum grade of P and ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P. **Enrollment Limitation:** placement through the ESL assessment process

Course Grading: Optional

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

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and correct errors that affect meaning
- B. Use all verb tenses accurately and meaningfully
- C. Use modals accurately and meaningfully to express inferences, advisability, degrees of certainty, and assumptions
- D. Use passive voice accurately and meaningfully in all verb tenses
- E. Use adverb clauses accurately and meaningfully, especially hypothetical conditionals
- F. Use relative clauses accurately and meaningfully, including restrictive and non-restrictive clauses

- G. Use noun clauses accurately and meaningfully, including in reported speech
- H. Write well formed sentences with correct word order, especially with verbs that have grammar restrictions
- I. Use connecting words accurately and meaningfully to connect ideas and create coherence
- J. Use signal words accurately and meaningfully to show cause, effect, contrast, comparison, process, chronology, example, and conclusion
- K. Interpret and use standard error symbols to indicate types of errors in a written passage
- L. Effectively edit sentences and longer passages for clarity and accuracy
- M. Prioritize errors to focus on correcting the most serious errors in written discourse

Course Content:

- 1. Analysis of errors that affect meaning:
 - 1. Verb tense
 - 2. Verb form
 - 3. Modals
 - 4. Conditional sentences
 - 5. Passive voice
 - 6. Relative, adverb, and noun clauses
 - 7. Sentence structure
 - 8. Word order
 - 9. Connecting words
- 2. Analysis of errors that distract or confuse readers:
 - 1. Subject-verb agreement
 - 2. Articles
 - 3. Word choice
 - 4. Word forms
 - 5. Prepositions
- 3. Strategies for revision and making writing more clear:
 - 1. Correcting unclear sentences
 - 2. Expanding academic vocabulary
 - 3. Academic writing style
- 4. Strategies for self editing:
 - 1. Editing symbols
 - 2. Techniques for prioritizing errors
 - 3. Proofreading

Methods of Instruction:

- 1. Lecture - for example, explaining the formation and use of noun clauses as reported speech
- 2. Classroom Activity - for example, editing a paragraph containing certain grammatical structure
- 3. Discussion - for example, small group discussion of the difference between simple past and past perfect tense
- 4. Individualized Instruction - for example, working one-on-one to assist with a student's editing of his/her writing sample

5. Written Exercises - for example, in-class paragraph writing
6. Projects - for example, individual or small group projects covering a specific editing issue
7. Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.

B. Other:

1. Editing Tasks

1. Analysis: *Identify the subjects, tensed verbs, objects in each clause of your paragraph.*
2. Peer editing and error detection: *Read your partner's paragraph and identify any verb tense or verb form errors.*
3. Error correction: *Self-correct the errors marked by your instructor.*

2. Grammar Exercises

1. Fill in the blanks with the correct tensed verb.
2. Change the verbs in the following sentences from the active to the passive voice.
3. Complete the following conditional clauses with a logical result clause.

Methods of Evaluating Student Progress

A. Home Work

1. Approximately 6 hours per week

B. Exams/Tests

1. Minimum of two, including a comprehensive final

C. Quizzes

1. Minimum of every other week

D. Papers

1. Minimum of every other week, short essays to be marked and edited

E. Class Work

1. Weekly

Student Learning Outcomes

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

- A. Distinguish the subject, verb, and object in each clause in compound, complex, compound-complex sentence and identify errors.

- B. Identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, and compound-complex sentences and identify errors.
- C. Produce the verb forms (base, past, past participle, present participle) for the verbs on the list of most common 0-2000 words as well as select words from the academic word list and identify errors.
- D. Select, use, and explain the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.

Textbooks (Typical):

Textbook:

1. Martin Hewings *Advanced Grammar in Use*. 4th ed., Cambridge University Press, 2023.
2. Raymond Murphy, William R Smalzer *Grammar in Use Intermediate*. 4 ed., Cambridge University Press, 2018.
3. J Maurer *Focus on Grammar 5*. 5 ed., Pearson Education, 2016.
4. Robyn Brinks Lockwood, Kristin Donnalley Sherman, Lyda Baker *Grammar for Great Writing C*. 1 ed., Cengage Learning, 2018.
5. David Skiwire, Harvey S. Wiener *Student's Book of College English*. 14 ed., Pearson Education, 2017.
6. S M Elbaum *Grammar in Context 3*. 6 ed., Cengage Learning, 2016.
7. Janet Lane, Ellen Lange *Writing Clearly: Grammar for Editing*. 3 ed., Cengage Learning, 2012.



Course Modification: ESL 120A - Intermediate Grammar for Reading and Writing

Course Modification: ESL 120A - Intermediate Grammar for Reading and Writing (Launched - Implemented 02-08-2025)

compared with

ESL 120A - Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

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

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. Writing Tasks

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have an infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

2.

2. Assignment Type - Reading ~~/Analysis~~ Add Tasks - Assignment -

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 120A, the student should be able to discuss~~ Discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) - Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -

– – **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

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

– – **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text .

Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.

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

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

– – **Read Critically** : Locate, interpret and analyze various types of written texts

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

– – **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

Upon completion of ESL 120A, the student should be able to **distinguish** produce **subjects** the verb forms (base form , verbs past form , direct past **objects, prepositional phrases, gerund phrases, infinitive**

phrases participle , and infinitives **present participle) and**

verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.

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

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

– – **Read Critically** : Locate, interpret and analyze various types of **purpose** written in texts

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

– – **Write Effectively** : Communicate thoughts , **compound** ideas and **complex** information **sentences** through **with** effective **adverb** and **clauses** contextually appropriate writing .

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

– – **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text .

Upon completion of ESL 120A, the student should be able to select and use the correct verb tense (simple present and past, present and past

progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially

the irregular verbs.

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

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

- **Read Critically** : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
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 - **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 230B - High-Beginning Grammar for Reading and Writing(**Active Launched**)

Skills Analysis

Requisite Course Objective(s)

- ~~Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences~~
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
Degree of Importance - Required
- Identify verbs in sentences as transitive, intransitive, or linking
Degree of Importance Recommended
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
Degree of Importance - Required
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
Degree of Importance - Required
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
Degree of Importance Recommended
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
Degree of Importance Required
- Identify and correctly use high frequency prepositions of time, place, and movement
Degree of Importance Recommended
- Identify the referent and correctly use subject and object pronouns
Degree of Importance - Required
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar

restrictions

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively

Degree of Importance - Required

- Use technology (Canvas, etc.) effectively to enhance and monitor learning

Degree of Importance Recommended

2. **Requisite Type** Prerequisite

Requisite Course ESL 130B - High-Beginning Grammar for Reading and

Writing(**Active** [Launched](#))

Distance Education

Effective Term [Fall 2026](#)

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

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

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

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- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.*

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. The In-Person Component is necessary as a best practice for assessment in English language learning classrooms:~~

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

~~All~~

~~**Emergency** **three** Delivery **modes** Methods~~

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

- were **Emergency evaluated Fully by Online the (EFO): full-time ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.**

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This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

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Syllabus

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

Course Objectives Compared to a Traccional Course:

Check all that apply to this Distance Education course proposal:

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

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least 4 times per semester :

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

Frequency

Weekly :

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Frequency

Weekly :

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

Frequency

~~At least 4 times per semester:~~ Weekly

Student-Student Interaction

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

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At least twice per semester :

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Frequency

Weekly :

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

Frequency

At least twice per semester : _

Student-Content Interaction

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

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

Frequency -

Weekly:

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

Frequency -

~~At least twice per semester:~~

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

Frequency

Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :

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

Frequency

Weekly :

- **Other:**

Frequency

Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. Author(s) [Sandra N. Elbaum](#)
Title _ [Grammar In Context 3](#)
Edition _ [7th](#)
Publisher _ [National Geographic Learning](#)
ISBN-13 _ [9780357140512](#)
Year _ [2021](#)
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _
[Or Equivalent](#) _ [Yes](#)

2. **Author(s)** _ Marjorie Fuchs, Margaret Bonner
Title Grammar Express Intermediate with Answer Key
Edition - ~~4~~
Publisher Pearson Education, Inc
ISBN-13 -
Year 2002
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
 The book is appropriate for this level of grammar instruction.
Or Equivalent - ~~No~~
3. **Author(s)** Marilyn Marquis, Sarah Nielsen
Title One World Many Voices: The Book of Firsts
Edition _ 1
Publisher Wingspan Press
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
 Provides level appropriate reading for grammar analysis.
4. **Author(s)** Raymond Murphy
Title Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English
Edition 4
Publisher Cambridge University Press
Year 2018
~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)** -~~
5. **Author(s)** Sandra Elbaum
Title Grammar in Context 2
Edition 6
Publisher Cengage
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ ~~No~~

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 11 / 27 02 / 2021~~ 2024

Parent Course

ESL 120A - Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/28/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

12/23/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for English as a Second Language 120A Intermediate Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 120A - Intermediate Grammar for Reading and Writing

3.00 Units

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Students are advised to enroll concurrently in ESL 120A and 121A, and 123 or 126.

Prerequisite: NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Use standard grammar terminology to analyze and discuss English in written discourse
- Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
- Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
- Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive

- E. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense
- F. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense
- G. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
 - I. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
 - J. Identify and correctly use present, past, and future real/factual conditionals
- K. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- L. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs
- 3. Compound Sentences
 - 1. Review of form, meaning, and use of compound sentences with coordinating conjunctions
- 4. Adverb Clauses
 - 1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
 - 2. Form, meaning, and use of present, past, and future real (factual) conditionals
- 5. Adjective/relative clauses
 - 1. Form and meaning (not production)
- 6. Verbs
 - 1. Verb Types
 - 1. Review of linking, intransitive, transitive, action, and non-action verbs
 - 2. Verb Tense
 - 1. Review all simple tenses, and present and past progressive
 - 2. Form, meaning, and use of future progressive and present perfect
 - 3. Passive Voice
 - 1. Form, meaning, and use of passive voice in learned tenses
 - 4. Verb Form
 - 1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 - 2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list
 - 3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;

7. Modals
 1. Present tense modals/modal expressions including: advice/suggestions, preferences, choice vs no choice (don't have to/must not)
8. Word Forms
 1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list
9. Adjectives and Adverbs
 1. Focus on present and past participles as adjectives)
10. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.
11. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of present perfect tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple past and present perfect tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have in infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

B. Reading:

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Minimum of two, including a department-created comprehensive final
- B. Quizzes
 - 1. Minimum of every other week
- C. Class Work
 - 1. Weekly
- D. Home Work
 - 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.
- C. Upon completion of ESL 120A, the student should be able to produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.
- D. Upon completion of ESL 120A, the student should be able to select and use the correct verb tense (simple present and past, present and past progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially the irregular verbs.

Textbooks (Typical):

Textbook:

- 1. Sandra N. Elbaum *Grammar In Context 3*. 7th ed., National Geographic Learning, 2021.
- 2. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
- 3. Marilyn Marquis, Sarah Nielsen *One World Many Voices: The Book of Firsts*. 1 ed., Wingspan Press, 2010.
- 4. Raymond Murphy *Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English*. 4 ed., Cambridge University Press, 2018.
- 5. Sandra Elbaum *Grammar in Context 2*. 6 ed., Cengage, 2016.



Course Modification: ESL 120B - High-Intermediate Grammar for Reading and Writing

Course Modification: ESL 120B - High-Intermediate Grammar for Reading and Writing
(Launched - Implemented 02-08-2025)

compared with

ESL 120B - High-Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

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

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. ~~Writing Tasks~~

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

2.

2. Assignment Type - Reading ~~/Analysis~~

Add Tasks - Assignment

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 120B, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written discourse:

- _ parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and
- _ simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
- Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
- Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 120B, the student should be able to distinguish~~ Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive _ phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 120B, the student should be able to produce~~ Produce the verb forms (base, past, past participle, and present participle) and verbs that _ are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 120B, the student should be able to select~~ Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: _ present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220A - Intermediate Grammar for Reading and Writing(**Active** Launched)

Skills Analysis

Requisite Course Objective(s)

- Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense

Degree of Importance **Recommended** Required

2. Requisite Type Prerequisite

Requisite Course ESL 120A - Intermediate Grammar for Reading and Writing(**Active** Launched)

Distance Education

Effective Term Fall 2026

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

Yes

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

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

Delivery Methods

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

- **Emergency Fully Online (~~FO~~ EFO):** *Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.*

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms:~~

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

At

Emergency three Delivery modes Methods

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

- ~~• were **Emergency evaluated Fully by Online the (EFO): full-time** ESL *taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer theses courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.*~~

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here

represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least 4 times per semester :

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

Frequency

Weekly :

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

Frequency

Weekly :

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

Frequency

~~At least 4 times per semester:~~ [Weekly](#)

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
At least twice per semester :
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
Weekly :
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency
At least twice per semester :

Student-Content Interaction

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

- - ~~**Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*~~
~~Frequency -~~
~~Weekly:~~
- - ~~**Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
~~Frequency -~~
~~At least twice per semester:~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
Weekly :
- **Other:**
Frequency
Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. Author(s) _
Title _
Edition _
Publisher _
Year _
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
2. Author(s) _ Sandra N. Elbaum
Title _ Grammar in Context 3
Edition _ Seventh
Publisher _ National Geographic Learning
ISBN-13 _ 9780357140512
Year _ 2021
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ Yes
3. Author(s) Marilyn Marquis, Sarah Nielsen
Title One World Many Voices: Living in the USA
Edition 1
Publisher Wingspan Press
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Provides level appropriate reading material for grammar analysis.
4. Author(s) Marjorie Fuchs, Margaret Bonner
Title Grammar Express Intermediate with Answer Key
Edition 1
Publisher Pearson Education, Inc
ISBN-13 -
Year 2002
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This book is appropriate for this level and this course.
Or Equivalent - No
5. Author(s) Sandra Elbaum
Title Grammar in Context 3
Edition 6
Publisher Cengage
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No
6. Author(s) Raymond Murphy
Title English Grammar in Use Book with Answers and Interactive eBook
Edition 4
Publisher Cambridge University Press
ISBN-13 _
Year 2018

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

Or Equivalent - No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07/11/27/02/2021~~ 2024

Parent Course

ESL 120B - High-Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/28/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

02/08/2025

Course CB Codes

CB04: Credit Status

C - Credit - Not Degree Applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for English as a Second Language 120B High-Intermediate Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 120B - High-Intermediate Grammar for Reading and Writing

3.00 Units

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in ESL 120B and 121B, and 123 or 126.

Prerequisite: NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse

- C. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- D. Demonstrate mastery in form, meaning, and use of all verb tenses
- E. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- F. Identify and correctly use the passive voice in all verb tenses
- G. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
 - I. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
 - J. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
 - K. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 - 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences
- 3. Compound/Complex Sentences
 - 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses
- 4. Adverb Clauses
 - 1. Form, meaning, and use of present and past unreal (hypothetical) conditionals
- 5. Adjective Clauses
 - 1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses
- 6. Noun Clauses
 - 1. Noun clauses as reported/embedded speech
- 7. Verbs
 - 1. Verb Tense
 - 1. Review of present perfect tense
 - 2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
 - 3. Review of all verb tenses
 - 2. Passive Voice
 - 1. Review of passive voice in simple tenses
 - 2. Form, meaning, and use of passive voice in progressive and perfect tenses

8. Modals

1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past

9. Dictionary

1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s

10. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of unreal conditionals
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between past perfect and past perfect progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

B. Reading:

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

B. Quizzes

1. Minimum of every other week

C. Class Work

1. Weekly
- D. Home Work
 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Use standard grammar terminology to analyze and discuss English in written discourse: parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.
- C. Produce the verb forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.
- D. Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. .
2. Sandra N. Elbaum *Grammar in Context 3*. Seventh ed., National Geographic Learning , 2021.
3. Marilyn Marquis, Sarah Nielsen *One World Many Voices: Living in the USA*. 1 ed., Wingspan Press, 2010.
4. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
5. Sandra Elbaum *Grammar in Context 3*. 6 ed., Cengage, 2016.
6. Raymond Murphy *English Grammar in Use Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2018.



Course Modification: ESL 130B - High-Beginning Grammar for Reading and Writing

Course Modification: ESL 130B - High-Beginning Grammar for Reading and Writing (Launched - Implemented 02-08-2025)

compared with

ESL 130B - High-Beginning Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Units/Hours

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

Course Content

Lecture Content

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
3. Independent clauses and compound sentences with "and," "but," "or," and "so"
4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
5. Word order
 1. Simple, compound, and complex sentences, adverbs, prepositional phrases
6. Verbs

1. Verb Types

1. Review transitive, intransitive, linking, action, non-action

2. Verb Tense

1. Review simple present, simple past, present progressive/continuous
2. Form, meaning, and use of past progressive and simple future

3. Verb Forms

1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

7. Modals

1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice

8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list

9. Pronouns

1. Subject, object, and possessive

10. Prepositions

1. High frequency prepositions and prepositional phrases (time, place, movement)

11. Dictionary

1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s

12. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities reflect to diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. ~~Writing tasks~~

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

2. ~~Reading/Analysis~~

2. ~~Assignment Tasks~~ - Type - Add Assignment -

1. Identify prepositional pharass, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 130B, the student should be able to use~~ Use standard grammar terms to identify the parts of speech, parts of a sentence (subject, _ verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
- - Read Critically : Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of ESL 130B, the student should be able to distinguish~~ Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in
_ simple and compound sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of ESL 130B, the student should be able to produce~~ Produce the verb forms (base form, past form, past participle, and present participle) and
_ verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of ESL 130B, the student should be able to select~~ Select and use the correct verb tense (simple present, simple past, present progressive and
_ future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- [CLO\(ILO\) to SLO Map Top ILO Grouping\(Delta\)](#) _
 _ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 230A - Beginning Grammar for Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course ESL 130A - Beginning Grammar for Reading and Writing(**Active Launched**)

Distance Education

Effective Term [Fall 2026](#)

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

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

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

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

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms:~~

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

A#

Emergency three Delivery modes Methods

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

- were **Emergency evaluated Fully by Online the (EFO): full-time ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.**

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

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

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.

- [_ Student rights and responsibilities.](#)
- [_ Student behavior in a DE course.](#)
- [_ Academic Integrity.](#)

Course Objectives Compared to a Tractional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least 4 times ~~per~~ [a](#) semester : [_](#)

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

Frequency

Weekly : [_](#)

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

Frequency

Weekly : [_](#)

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

Frequency

~~At least 4 times per semester:~~ [Weekly](#)

Student-Student Interaction

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

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

Frequency

Weekly :

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

Frequency

~~Weekly~~ At least twice per semester .

Student-Content Interaction

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

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

~~Frequency -~~

~~Weekly:~~

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

~~Frequency -~~

~~At least twice per semester:~~

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

Frequency

Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :

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

Frequency

Weekly :

- **Other:**

Frequency

Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. Author(s) Sandra N. Elbaum
Title _ Grammar in Context 2
Edition _ seventh
Publisher _ National Geographic Learning
ISBN-13 _ 978-0-357-14024-6
Year _ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
2. Author(s) _ Marjorie Fuchs, Margaret Bonner
Title Grammar Express Basic With Answer Key

Edition 1

Publisher Pearson Education, Inc

~~ISBN-13~~ -

Year 2004

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

This textbook covers the grammar points from the course objectives.

3. Author(s) Sandra Elbaum

Title Grammar in Context 1

Edition 6

Publisher Cengage

Year 2016

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

-

4. Author(s) Marilyn Marquis, Sarah Nielsen

Title One World Many Voices: World Holidays

~~Edition~~ - 4

Publisher Wingspan Press

Year 2010

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

Provides level appropriate reading material for grammar analysis.

5. Author(s) Marjorie Fuchs, Margaret Bonner

Title Grammar Express Basic Workbook

Edition - 1

Publisher Pearson Education, Inc

Year 2004

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

Used in conjunction with the Grammar Express Textbook.

6. Author(s) Raymond Murphy

Title Basic Grammar in Use Student's Book with Answers and Interactive eBook

Edition 4

Publisher Cambridge University Press

ISBN-13 -

Year 2017

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

Or Equivalent - No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 10 / 27 24 / 2021~~ 2024

Parent Course

ESL 130B - High-Beginning Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

01/21/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for English as a Second Language 130B High-Beginning Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

ESL 130B - High-Beginning Grammar for Reading and Writing 3.00 Units

This is the second semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, word order, verb tenses: simple present, past, and future as well as present and past progressive, verb forms, modals, phrases, and vocabulary development. Students are advised to enroll concurrently in ESL 130B and 131B, and 133 or 136.

Prerequisite: NESL 230A with a minimum grade of P, or ESL 130A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Discuss English grammar using standard grammar terminology
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- C. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)

- D. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- E. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- F. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- G. Identify verbs in sentences as transitive, intransitive, or linking
- H. Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- I. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- J. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- K. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- L. Identify and correctly use high frequency prepositions of time, place, and movement
- M. Identify the referent and correctly use subject and object pronouns
- N. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- O. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- P. Use technology (Canvas, etc.) effectively to enhance and monitor learning

Course Content:

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
3. Independent clauses and compound sentences with "and," "but," "or," and "so"
4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
5. Word order
 1. Simple, compound, and complex sentences, adverbs, prepositional phrases
6. Verbs
 1. Verb Types
 1. Review transitive, intransitive, linking, action, non-action
 2. Verb Tense
 1. Review simple present, simple past, present progressive/continuous
 2. Form, meaning, and use of past progressive and simple future
 3. Verb Forms
 1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
 3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

7. Modals
 1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
8. Word Forms
 1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list
9. Pronouns
 1. Subject, object, and possessive
10. Prepositions
 1. High frequency prepositions and prepositional phrases (time, place, movement)
11. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
12. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of simple future tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the similarities between past progressive and future progressive tenses
4. Individualized Instruction - for example, one-on-one instruction to assist with a student's formation of the future progressive tense
5. Projects - for example, individual or small group projects covering a specific grammar topic
6. Sample readings, grammar practice, and activities reflect to diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

B. Other:

1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Minimum of two, including a department-created comprehensive final
- B. Quizzes
 - 1. Minimum of every other week
- C. Class Work
 - 1. Weekly
- D. Home Work
 - 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.
- C. Produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.
- D. Select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

- 1. Sandra N. Elbaum *Grammar in Context 2*. seventh ed., National Geographic Learning , 2024.
- 2. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic With Answer Key*. 1 ed., Pearson Education, Inc, 2004.
- 3. Sandra Elbaum *Grammar in Context 1*. 6 ed., Cengage, 2016.
- 4. Marilyn Marquis, Sarah Nielsen *One World Many Voices: World Holidays*. 1 ed., Wingspan Press, 2010.
- 5. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic Workbook*. 1 ed., Pearson Education, Inc, 2004.
- 6. Raymond Murphy *Basic Grammar in Use Student's Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2017.

Course Modification: INTD 30 - Fundamentals of Lighting

Course Modification: INTD 30 - Fundamentals of Lighting (Launched - Implemented 02-05-2025)

compared with

INTD 30 - Fundamentals of Lighting (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

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

Course Content

Lecture Content

1. Lighting terminology
2. Elements of design as applied to lighting
3. Color rendering with artificial and natural light
4. How direct, indirect, task, ambient, general, specific, and accent light relate
5. The function of various types of luminaires
6. Residential lighting
7. Commercial lighting including store, restaurant, or beauty salon examples
8. The effect of Title 24 on lighting design
9. How to draw reflected ceiling plans including the use of electrical symbols and lettering
10. Lighting documents

11. Special lighting needs, including using a computer
12. Lighting manufacturers and resources
13. Landscape lighting
14. Light as art

Methods of Instruction

Check all that apply:

- Field Trips
Comments
to local Lighting – _ Showroom
- Guest Lecturers
Comments
- When Lecture
Comments possible,
via zoom or in the classroom

Equity Based Curriculum

- _ Methods of Evaluation
Address _
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including written assignments, drawings, projects, and presentations.

Typical Assignments

Typical Assignments

1. Assignment Type Research
Add Assignment
 1. Research manufacturers' catalogues for 3 specific lamp types
 1. Compare ease of use and information given by 2 manufacturers for each lamp type.
Submit information in a report.

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

1. Lighting composition

1. Photograph an item under 6 different lighting conditions

1. Observe effects of shadows, highlights, color changes
2. Mount on dark board
3. Identify each scenario
4. Share with class.

2. Effects of lighting color

1. Select and arrange on white paper, paint chips from 3 different family hues. Observe each under 2 different types of light sources

1. Identify light sources and describe effects on each group
2. Submit results and personal response.

3. Lighting calculations

1. Demonstrate the ability to perform calculations to achieve desired light quality in an interior.

4. Create a reflected ceiling plan showing location of architectural luminaires, circuitry paths and controls.

5. ~~Research manufacturers' catalogues for 3 specific lamp types~~

1. ~~Compare ease of use and information given by 2 manufacturers for each lamp type. Submit information in a report.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of INTD 30, students will be able to select~~ Select appropriate lighting sources for specific uses in residential and commercial applications.
2. **Outcome Text**
~~Upon completion of INTD 30, students will demonstrate~~ Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct and indirect.
3. **Outcome Text**
~~Upon completion of INTD30 students will learn~~ Learn the process by which fixtures selection should begin to include the proper scale and hanging heights.
4. **Outcome Text**
~~Upon completion of INTD30 students will understand~~ Understand existing residential lighting installations.
5. **Outcome Text**
~~Upon completion of INTD30 students will be able to show~~ Show their ability to make proper fixture selections in a given space.

Methods of Evaluation

Methods

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

- Exams/Tests
Frequency
Once a month
- ~~Quizzes~~ Research Projects
Frequency
1 - 2 lighting research projects
- Projects
Frequency
2 - 3 lighting projects relating to the course content.
- Field Trips
Frequency
1 - 2 in person or on zoom or video tour.
- Class Work
Frequency

Weekly

- Home Work

Frequency

Weekly

Distance Education

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

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

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

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

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

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

~~No~~ Yes

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

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

~~No~~ Yes

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

DE Course Interactions

Instructor-Student Interaction

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

- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
3 times per semester
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Each project and exercises are graded and comments are made weekly.
- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Reminder messages and follow-up messages are sent weekly.

Student-Student Interaction

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

- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Students make comments on discussion boards 3 times per semester.
- - **Peer-editing/critiquing:** - *Students will complete peer-editing assignments.*
Frequency -
Peer reviews are done 4 x per semester

Student-Content Interaction

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

the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply).

- Quizzes, tests/exams: Quizzes will be used to make sure students completed assigned material and understood it.
Frequency Tests are done every 3 - 4 chapters, so 4 to 5 for the semester.
- Lecture: Students will attend or access synchronous or asynchronous lectures on course content.
Frequency Lectures are weekly on canvas with closed captions.
- Field Trips: Students will attend live or virtual field trips.
Frequency Both virtual and in person field trips are scheduled 2 times per semester.
- Student presentations: Students will prepare and present on a topic being studied.
Frequency Presentations are made on zoom or in person for the final project.

Textbooks/Materials

Textbook

1. Author(s) ~~Susan Winchip~~ Gordon
Title ~~Fundamentals of~~ Interior Lighting for Designers
Edition ~~3rd~~ 5th
Publisher ~~Fairchild~~ Wiley
ISBN-13 9780470114223
Year ~~2017~~ 2021
Or Equivalent ~~No~~ Yes
2. Author(s) ~~Mark Karlen~~ Innes , ~~James R Benya, Christina Spangler~~ Malcolm
Title Lighting for Interior Design ~~Basics~~
ISBN-13 9781856698368
Year ~~2017~~ 2022
Or Equivalent ~~No~~ Yes
3. Author(s) ~~Richard Russell~~ Cadena ~~Sage~~
Title ~~Automated Lighting: The~~ Art and Science Architecture of ~~Moving and Color-Changing~~ Lights Light
Publisher ~~Focal~~ Lighting ~~Press~~ Source
ISBN-13 9780980061703
Year ~~2017~~ 2020
Or Equivalent ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Fenichel, Veronica~~ Hornbeck, Jill

Origination Date

~~10~~ 09 / ~~01~~ 12 / ~~2017~~ 2024

Parent Course

INTD 30 - Fundamentals of Lighting

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~02/20/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

01/12/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Interior Design 30 Fundamentals of Lighting

Effective: Fall 2026

Catalog Description:

INTD 30 - Fundamentals of Lighting

3.00 Units

Residential and commercial lighting systems as they apply to what constitutes a well-lit interior space. Includes an investigation of current lighting types and lighting resources.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. evaluate existing commercial and residential lighting installations;
- B. design a lighting system for a residential and commercial establishment using drafting equipment;
- C. read an electrical plan for residential and commercial establishments;
- D. recognize lighting organizations which encourage advancing lighting knowledge including Designers Lighting Forum and Illuminating Engineering Society; International Association of Lighting Designers;
- E. be aware of local sources for obtaining further lighting knowledge and products;
- F. develop a lighting proposal for a client.

Course Content:

1. Lighting terminology

2. Elements of design as applied to lighting
3. Color rendering with artificial and natural light
4. How direct, indirect, task, ambient, general, specific, and accent light relate
5. The function of various types of luminaires
6. Residential lighting
7. Commercial lighting including store, restaurant, or beauty salon examples
8. The effect of Title 24 on lighting design
9. How to draw reflected ceiling plans including the use of electrical symbols and lettering
10. Lighting documents
11. Special lighting needs, including using a computer
12. Lighting manufacturers and resources
13. Landscape lighting
14. Light as art

Methods of Instruction:

1. Field Trips - to local Lighting Showroom
2. Guest Lecturers - When possible, via zoom or in the classroom
3. Slides and Videos

Typical Assignments

A. Research:

1. Research manufacturers' catalogues for 3 specific lamp types
 1. Compare ease of use and information given by 2 manufacturers for each lamp type.
Submit information in a report.

B. Project:

1. Lighting composition
 1. Photograph an item under 6 different lighting conditions
 1. Observe effects of shadows, highlights, color changes
 2. Mount on dark board
 3. Identify each scenario
 4. Share with class.
2. Effects of lighting color
 1. Select and arrange on white paper, paint chips from 3 different family hues. Observe each under 2 different types of light sources
 1. Identify light sources and describe effects on each group
 2. Submit results and personal response.
3. Lighting calculations
 1. Demonstrate the ability to perform calculations to achieve desired light quality in an interior.
4. Create a reflected ceiling plan showing location of architectural luminaires, circuitry paths and controls.

Methods of Evaluating Student Progress

- A. Class Work
 - 1. Weekly
- B. Home Work
 - 1. Weekly
- C. Exams/Tests
 - 1. Once a month
- D. Field Trips
 - 1. 1 - 2 in person or on zoom or video tour.
- E. Projects
 - 1. 2 - 3 lighting projects relating to the course content.
- F. Research Projects
 - 1. 1 - 2 lighting research projects

Student Learning Outcomes

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

- A. Select appropriate lighting sources for specific uses in residential and commercial applications.
- B. Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct and indirect.
- C. Learn the process by which fixtures selection should begin to include the proper scale and hanging heights.
- D. Understand existing residential lighting installations.
- E. Show their ability to make proper fixture selections in a given space.

Textbooks (Typical):

Textbook:

- 1. Gordon *Interior Lighting for Designers*. 5th ed., Wiley, 2021.
- 2. Innes, Malcolm *Lighting for Interior Design*. 3rd ed., Wiley, 2022.
- 3. Russell, Sage *The Architecture of Light*. 3rd ed., Lighting Source, 2020.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Drafting equipment.

Course Modification: INTD 35 - Residential Space Planning

Course Modification: INTD 35 - Residential Space Planning (Launched - Implemented 02-05-2025)

compared with

INTD 35 - Residential Space Planning (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

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

Course Content

Lecture Content

1. Architectural drafting materials, their selection and use for drafting floor plans and elevations
2. Factors to consider when selecting a home: location, climate, aesthetics, economy
3. The function of group areas of the home for relaxation, entertainment, and dining
4. The necessity of private areas for rest and hygiene--size, location, and layout
5. The function of work areas, including kitchens, utility rooms, and storage areas
6. Specific factors in home lighting
7. Heating and cooling systems: alternative energy sources
8. Organizing space for specific activities
9. Functional floor plans and electrical plans
10. Types of living plans: homes, apartments, mobile homes, condominiums

Lab Content -

1. Color in space planning
2. Ability to draw elevations drawing of a room as well as detailed drawings.
3. Draft in furniture plans
4. Render floor plans for good visual presentation.

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
Lab work of drafting in furniture space planning.
- Field Trips
Comments
To model homes or architectural offices.
- Lab
Comments
Time spent utilizing template tools to space plan entire rooms with furniture including area rugs and accessories.
- Lecture
Comments
Powerpoint slides via zoom lecture with Closed Captions.
- - Projects
Comments -
3 projects relating to space planning

Equity Based Curriculum

- - Methods of Evaluation
Address -
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including written assignments, drawings, projects, and presentations.

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Measure an existing room, analyze the current layout, design a new layout complete with furniture plans and render it.
2. Measure an existing space and draft to scale both before and after along with furniture plans and rendered materials. Color board should be presented with material swatches.
3. Draft model home floor plans from original plans and design and draw furniture and create a color board completely rendered and with material swatches.
4. Design and draw to scale a dream home of about 1500 square feet or more with elevations and floor plans.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of INTD 35, students will be able to present~~ Present accurately drawn floor plans and elevations with space planning criteria.

2. Outcome Text

~~Upon completion of INTD 35, students will be able to understand~~ Understand how to present before and after space plan drawings to present to clients.

3. Outcome Text

~~Upon completion of INTD 35, students will have the ability to work~~ Work with clients to respond to their individual needs using a client profile and draw a complete home space plan and present to the client the best space plan solution.

Methods of Evaluation

Methods

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

- Exams/Tests
Frequency
- - ~~Quizzes~~
Frequency - Monthly.
- Oral Presentation
Frequency
3 times during the semester.
- Projects
Frequency
3 projects for the semester
- Field Trips

Frequency

Visiting model homes and architectural offices.

- Class Participation

Frequency

Weekly

- Home Work

Frequency

Weekly

Distance Education

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

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

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- _ **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- _ **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

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

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

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

~~No~~ Yes

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

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

~~No~~ Yes

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

DE Course Interactions

Instructor-Student Interaction

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

- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
Discussion boards are assigned 2 - 3 times per semester.
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Feedback is given on each project and assignment specific to each student on comments during grading.
- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Announcements are schedule weekly for reminders and to give overall class comments.

Student-Student Interaction

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

- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Students must see and reply to other students on the class discussion board 3 times a semester.
- - **Peer-editing/critiquing:** - *Students will complete peer-editing assignments.*
Frequency -

Peer reviews on projects are done 2 - 3 per semester to enable other students to see each other's work and to help learn other ways to do projects.

Student-Content Interaction

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

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
Every 2 - 3 weeks.
- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Tests are given 3 - 5 times per semester on canvas.
- - **Field Trips:** - *Students will attend live or virtual field trips.*
Frequency -
Field trips are done virtual on canvas or in person.

Textbooks/Materials

Textbook

1. Author(s) Maureen - ~~Mitton~~ **Courtney Nystuen**
Title Residential Interior Design: A Guide ~~To~~ **to** Planning ~~Space~~ **Spaces**
Edition ~~3rd~~ **4th**
ISBN-13 978-1119653424
Year ~~2016~~ **2021**
Or Equivalent ~~No~~ **Yes**
2. Author(s) ~~Patricia~~ **Frida Ellis** ~~Ramstedt and Mia Olofsson~~
Title ~~Lessons~~ **The** ~~in~~ **Interior** ~~Drawing~~ **Design** ~~Plans~~ **Handbook: Furnish, Decorate, and**
 ~~Interiors:~~ **Style** ~~Studio~~ **Your** ~~Instant Access~~ **Space**
Edition ~~1st~~ **2nd**
Publisher ~~Bloomsbury Academics~~ **Potter**
ISBN-13 978-0593139318
Year ~~2018~~ **2020**
Or Equivalent ~~No~~
3. ~~Author(s) - Mark Karlen, Rob Fleming~~
 ~~Title - Space Planning Basics~~
 ~~Edition - 4th~~
 ~~Publisher - Wiley~~
 ~~ISBN-13 -~~

~~Year - 2016~~

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

~~Or Equivalent - No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~08/11/04/2017~~ 2024

Parent Course

INTD 35 - Residential Space Planning

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

01/12/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Interior Design 35 Residential Space Planning

Effective: Fall 2026

Catalog Description:

INTD 35 - Residential Space Planning

3.00 Units

Basic techniques in planning space for interiors. Private and group living spaces, support systems, functional planning of interior space, and color in space planning.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the principles of space as it relates to the utility, economy, beauty, and character of living environment
- B. Recognize the demands that group activities place on space relationships
- C. Explain the need for planning for both groups and private space
- D. Design functional work areas relating to food preparation, hygiene, and storage
- E. Describe the principles relating to lighting, heating, and ventilating
- F. Diagram floor plans and elevations accurately
- G. Create with use of color in space planning

Course Content:

Lab:

1. Color in space planning
2. Ability to draw elevations drawing of a room as well as detailed drawings.
3. Draft in furniture plans
4. Render floor plans for good visual presentation.

Lecture:

1. Architectural drafting materials, their selection and use for drafting floor plans and elevations
2. Factors to consider when selecting a home: location, climate, aesthetics, economy
3. The function of group areas of the home for relaxation, entertainment, and dining
4. The necessity of private areas for rest and hygiene--size, location, and layout
5. The function of work areas, including kitchens, utility rooms, and storage areas
6. Specific factors in home lighting
7. Heating and cooling systems: alternative energy sources
8. Organizing space for specific activities
9. Functional floor plans and electrical plans
10. Types of living plans: homes, apartments, mobile homes, condominiums

Methods of Instruction:

1. Field Trips - To model homes or architectural offices.
2. Lecture - Powerpoint slides via zoom lecture with Closed Captions.
3. Classroom Activity - Lab work of drafting in furniture space planning.
4. Lab - Time spent utilizing template tools to space plan entire rooms with furniture including area rugs and accessories.
5. Projects - 3 projects relating to space planning
6. Student projects

Typical Assignments

A. Project:

1. Measure an existing room, analyze the current layout, design a new layout complete with furniture plans and render it.
2. Measure an existing space and draft to scale both before and after along with furniture plans and rendered materials. Color board should be presented with material swatches.
3. Draft model home floor plans from original plans and design and draw furniture and create a color board completely rendered and with material swatches.
4. Design and draw to scale a dream home of about 1500 square feet or more with elevations and floor plans.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Monthly

- B. Oral Presentation
 - 1. 3 times during the semester.
- C. Projects
 - 1. 3 projects for the semester
- D. Field Trips
 - 1. Visiting model homes and architectural offices.
- E. Class Participation
 - 1. Weekly
- F. Home Work
 - 1. Weekly

Student Learning Outcomes

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

- A. Present accurately drawn floor plans and elevations with space planning criteria.
- B. Understand how to present before and after space plan drawings to present to clients.
- C. Work with clients to respond to their individual needs using a client profile and draw a complete home space plan and present to the client the best space plan solution.

Textbooks (Typical):

Textbook:

- 1. Maureen Mitton *Residential Interior Design: A Guide to Planning Spaces*. 4th ed., Wiley, 2021.
- 2. Frida Ramstedt and Mia Olofsson *The Interior Design Handbook: Furnish, Decorate, and Style Your Space*. 2nd ed., Potter, 2020.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Drafting equipment to include T-square, triangles, pens, pencils, paper, 1/4" scaled furniture templates, colored pencils, etc..



Course Modification: INTD 45 - Basic Kitchen and Bathroom Design

Course Modification: INTD 45 - Basic Kitchen and Bathroom Design (Launched - Implemented 02-05-2025)

compared with

INTD 45 - Basic Kitchen and Bathroom Design (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2026

Units/Hours

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

Course Content

Lecture Content

1. Study floor plans and elevations of kitchen and bathrooms to determine how they fulfill the functional needs of individuals and take into consideration the human factors of space design.
2. ~~Prepare floor plans using standard dimensions of fixtures and components in the market.~~
3. Survey materials used in kitchen and bathroom design including, tile, marble, granite, quartz, synthetics, wood.
4. Learn about resources for materials, fixtures, cabinetry, designers and support services.
5. Information regarding the National Kitchen and Bath Association and the Society of Certified Kitchen Designers.
6. Estimating, drafting, presentation, and Title 24 requirements.

Lab Content

Prepare floor plans using standard dimensions of fixtures and components in the market.

Methods of Instruction

Check all that apply:

- Projects
 - Comments**
 - Completed Kitchen Design with appropriate drawings, documentation including budget and presentation board.
 - _ Completed Bath Design with appropriate drawings, documentation including budget and presentation board.
- 1. **Explain**
- 2. **Explain** -
~~Field Trips - Kitchen and Bath Store, Major Appliance Center, Reports required~~
- 3. **Explain** -
Reading from the text

Equity Based Curriculum

- Assignments
 - Address** Flexible Assessment Methods: Assessments will be designed to accommodate different learning styles and needs, allowing students to demonstrate their understanding in varied ways, whether through projects, presentations, or written assignments.

Typical Assignments

Typical Assignments

1. Assignment Type Project
 - Add Assignment
 1. **Projects**
 1. Study current layout of your bathrooms and kitchen
 1. Evaluate layouts based on current industry recommended guidelines.
 2. New Bathroom specs

1. Do a specification sheet for all materials.
2. Estimate and cost all materials.

3. New Kitchen specs

1. Do a specification sheet for all materials.
2. Estimate and cost all materials.

4. Bathroom Remodel

1. Draw new floor plan.
2. Do Specification sheet for all materials.
3. Estimate and cost all materials.
4. Do color board with design.
5. Draw details and elevations.

5. Kitchen Remodel

1. Draw new floor plan
2. Do Specification sheet for all materials
3. Estimate and cost all materials
4. Do color board with design
5. Draw details and elevations

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of INTD 45, students will be able to design~~ **Design** a kitchen or bath with a recognition of codes and guidelines affecting safety and functionality for the user.
2. **Outcome Text**
~~Upon completion of INTD 45, students will be~~ **Be** fully aware of the specific and unique challenges of kitchen and bath design.
3. **Outcome Text**
~~Upon completion of INTD 45, students will have~~ **Have** knowledge of various mechanical/technical infrastructure within their floor plan.
4. **Outcome Text**
~~Upon completion of INTD 45, students will have the ability to write~~ **Write** complete and correct materials and product specifications.

Methods of Evaluation

Methods

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

- Quizzes
Frequency
Monthly.
- Projects
Frequency
2 large scale project with presentations.
- Field Trips
Frequency
1 - 2 times a semester via in person, zoom or video.
- Class Work
Frequency
Weekly relating to the course content.
- Home Work
Frequency
Weekly.
- Lab Activities
Frequency
Weekly in lab activities of drafting, space planning and creating a floor plan.

Distance Education

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

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

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

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

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

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.

Accessibility

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

- - Closed captioning for videos.
- - Transcription for audio.
- - Alt-text/ tags for images.

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

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

No Yes

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

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

No Yes

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

DE Course Interactions

Instructor-Student Interaction

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

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

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

Frequency

Each project or assignment when graded has personalized comments.

Student-Student Interaction

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

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

Frequency

3 - 4 times a semesters students need to complete peer reviews.

Student-Content Interaction

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

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

Frequency

Tests are given every 3 - 4 weeks on canvas for 4 - 5 tests for the semester.

Textbooks/Materials

Textbook

1. Title The Perfect Bath
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This is the most recent edition, textbooks are harder to come by; not much has changed with kitchen/bath design, mostly problem solving of the space.
Or Equivalent No Yes
2. Title Designing Your Perfect House: Lessons from an Architect
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Again, less and less textbooks are offered for design teaching.
Or Equivalent No Yes

Codes and Dates

Course Codes

Originator ~~Fenichel, Veronica~~ Hornbeck, Jill

Origination Date

~~10/11/04/2017~~ 2024

Parent Course

INTD 45 - Basic Kitchen and Bathroom Design

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date -

~~08/15/2018~~

02/05/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Interior Design 45 Basic Kitchen and Bathroom Design

Effective: Fall 2026

Catalog Description:

INTD 45 - Basic Kitchen and Bathroom Design

3.00 Units

Survey of the field of kitchen and bathroom designs. Includes resources, materials, trends, costs and needs, both functional and aesthetic.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the human factors in designing functional and aesthetic kitchens and bathrooms
- B. Explain current technologies and trends in kitchen and bathroom design
- C. Demonstrate familiarity with the materials, fixtures, and business practices in this field
- D. Devise ways to pre-plan the realignment of fixtures in updating kitchens and bathrooms
- E. Explain the roles and responsibilities of designers, contractors and suppliers
- F. Draw accurate floor plans and specify materials and estimate cost of materials and installations
- G. Plan functional storage areas

Course Content:

Lab:

Prepare floor plans using standard dimensions of fixtures and components in the market.

Lecture:

1. Study floor plans and elevations of kitchen and bathrooms to determine how they fulfill the functional needs of individuals and take into consideration the human factors of space design.
2. Survey materials used in kitchen and bathroom design including, tile, marble, granite, quartz, synthetics, wood.
3. Learn about resources for materials, fixtures, cabinetry, designers and support services.
4. Information regarding the National Kitchen and Bath Association and the Society of Certified Kitchen Designers.
5. Estimating, drafting, presentation, and Title 24 requirements.

Methods of Instruction:

1. Projects - Completed Kitchen Design with appropriate drawings, documentation including budget and presentation board. Completed Bath Design with appropriate drawings, documentation including budget and presentation board.
2. Audio-visual Activity - Slides, Video
3. Guest Lecturers
4. Lecture - based on the text and current industry standards and practices
5. Field Trips - Kitchen and Bath Store, Major Appliance Center , reports required
6. Reading from the text

Typical Assignments

A. Project:

1. Study current layout of your bathrooms and kitchen
 1. Evaluate layouts based on current industry recommended guidelines.
2. New Bathroom specs
 1. Do a specification sheet for all materials.
 2. Estimate and cost all materials.
3. New Kitchen specs
 1. Do a specification sheet for all materials.
 2. Estimate and cost all materials.
4. Bathroom Remodel
 1. Draw new floor plan.
 2. Do Specification sheet for all materials.
 3. Estimate and cost all materials.
 4. Do color board with design.
 5. Draw details and elevations.
5. Kitchen Remodel
 1. Draw new floor plan
 2. Do Specification sheet for all materials
 3. Estimate and cost all materials
 4. Do color board with design

5. Draw details and elevations

Methods of Evaluating Student Progress

- A. Lab Activities
 - 1. Weekly in lab activities of drafting, space planning and creating a floor plan.
- B. Projects
 - 1. 2 large scale project with presentations.
- C. Field Trips
 - 1. 1 - 2 times a semester via in person, zoom or video.
- D. Class Work
 - 1. Weekly relating to the course content.
- E. Home Work
 - 1. Weekly
- F. Quizzes
 - 1. Monthly

Student Learning Outcomes

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

- A. Design a kitchen or bath with a recognition of codes and guidelines affecting safety and functionality for the user.
- B. Be fully aware of the specific and unique challenges of kitchen and bath design.
- C. Have knowledge of various mechanical/technical infrastructure within their floor plan.
- D. Write complete and correct materials and product specifications.

Textbooks (Typical):

Textbook:

- 1. NKBA *NKBA Kitchen and Bathroom Planning Guidelines with Access Standards*. 2nd ed., Wiley, 2016.
- 2. Barbara Sallick *The Perfect Bath*. 1st ed., Rizzoli, 2016.
- 3. William Hirsch *Designing Your Perfect House: Lessons from an Architect*. 2nd ed., Dalsimer Pres, 2017.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Basic Drafting Supplies.
- 2. Other materials as noted in the syllabus. .



Course Modification: NESL 220A - Intermediate Grammar for Reading and Writing

Course Modification: NESL 220A - Intermediate Grammar for Reading and Writing (Launched - Implemented 02-08-2025)

compared with

NESL 220A - Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126. Students are limited to two enrollments in this course.

Units/Hours

Instructional Categories (check all that apply)

Lab ~~Yes~~ No

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) ~~:Noncredit~~

English as a Second Language (ESL) ~~:Noncredit~~

Course Content

Lecture Content

1. Parts of Speech/Parts of Sentence

1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause

2. Word Order

1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs

3. Compound Sentences

1. Review of form, meaning, and use of compound sentences with coordinating conjunctions

4. Adverb Clauses

1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
2. Form, meaning, and use of present, past, and future real (factual) conditionals

5. Adjective/relative clauses

1. Form and meaning (not production)

6. Verbs

1. Verb Types

1. Review of linking, intransitive, transitive, action, and non-action verbs

2. Verb Tense

1. Review all simple tenses, and present and past progressive

2. Form, meaning, and use of future progressive and present perfect

3. Passive Voice

1. Form, meaning, and use of passive voice in learned tenses

4. Verb Form

1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list

2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list

3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;

7. Modals

1. Present tense modals/modal expressions including: advice/suggestions, preferences, choice vs no choice (don't have to/must not)

8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list

9. Adjectives and Adverbs

1. Focus on present and past participles as adjectives)

10. Dictionary

1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.

11. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain _
Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- _ Methods of Instruction
Address _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Reading
Add Assignment

1. ~~Writing Tasks~~

1. ~~Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.~~

- ~~2. Write five sentences. Each sentence should have in infinitive of purpose to show a reason for doing something.~~
- ~~3. Write five sentences. Each sentence should contain a verb in the present perfect tense.~~

2. Reading/Analysis Tasks

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies."
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

2. Assignment Type - Writing Add Assignment -

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have in infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 220A, the student should be able to discuss~~ Discuss aspects of English using standard grammar terminology, including the parts of _ speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, _ compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of NESL 220A, the student should be able to distinguish~~ Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive _ phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of NESL 220A, the student should be able to produce~~ Produce the verb forms (base form, past form, past participle, and present participle) and _ verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of NESL 220A, the student should be able to select~~ Select and use the correct verb tense (simple present and past, present and past _ progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially _ the irregular verbs.

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

- [CLO\(ILO\) to SLO Map Top ILO Grouping\(Delta\)](#) _
_ _ [Read Critically](#) : Locate, interpret and analyze various types of written texts
- [CLO\(ILO\) to SLO Map Top ILO Grouping\(Delta\)](#) _
_ _ [Write Effectively](#) : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- [CLO\(ILO\) to SLO Map Top ILO Grouping\(Delta\)](#) _
_ _ [Recognize and Define](#) : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. **Requisite Type** Prerequisite
Requisite Course NESL 230B - High-Beginning Grammar for Reading and Writing([Active](#) [Launched](#))
2. **Requisite Type** Prerequisite
Requisite Course ESL 130B - High-Beginning Grammar for Reading and Writing([Active](#) [Launched](#))
Comments or - _ placement through the ESL assessment process

Catalog View Prerequisite: NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P _ or - _ placement through the ESL assessment process

Distance Education

Effective Term [Fall 2026](#)

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

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

Delivery Methods

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

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

required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms:

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

AH

Emergency ~~three~~ Delivery ~~modes~~ Methods

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

- ~~were~~ Emergency ~~evaluated~~ Fully ~~by~~ Online ~~the~~ (EFO): ~~full-time~~ ESL ~~taught~~ faculty ~~fully~~ at online LPC. ~~The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode~~ only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency .

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least ~~4~~ four times per semester :

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

Frequency

Weekly :

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

Frequency

Weekly :

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

Frequency

~~At least 4 times per semester:~~ Weekly

Student-Student Interaction

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

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
At least twice per semester :
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
Weekly :
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency
At least twice per semester :

Student-Content Interaction

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

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
~~Weekly:~~
- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
~~At least twice per semester:~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
Weekly :
- **Other:**
Frequency

Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. **Author(s)** [Sandra N. Elbaum](#)
Title _ [Grammar in Context 3](#)
Edition _ [seventh](#)
Publisher _ [National Geographic Learning](#)
ISBN-13 _ [9780357140512](#)
Year _ [2021](#)
2. **Author(s)** _ Raymond Murphy
Title Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English
Edition 4
Publisher Cambridge University Press
ISBN-13 -
Year 2018
3. **Author(s)** Sandra Elbaum
Title Grammar in Context 2
Edition ~~6~~ [7](#)
Publisher Cengage
Year ~~2016~~ [2017](#)
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
4. **Author(s)** Marjorie Fuchs, Margaret Bonner
Title Grammar Express Intermediate with Answer Key
Edition - ~~4~~
Publisher Pearson Education, Inc
Year 2002
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
The book is appropriate for this level of grammar instruction.
5. **Author(s)** Marilyn Marquis, Sarah Nielsen
Title One World Many Voices: The Book of Firsts
Edition _ [1](#)
Publisher Wingspan Press
ISBN-13 _
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Provides level appropriate reading for grammar analysis.
Or Equivalent _ [No](#)

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ [Payne, Leslie](#)

Origination Date

~~07 11 / 28 02 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 220A - Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

02/08/2025



Course Outline for Noncredit English as a Second Language 220A Intermediate Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 220A - Intermediate Grammar for Reading and Writing

54 Hours

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126. Students are limited to two enrollments in this course.

Prerequisite: NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
- C. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
- D. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive
- E. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense
- F. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense

- G. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
 - I. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
 - J. Identify and correctly use present, past, and future real/factual conditionals
- K. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- L. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs
- 3. Compound Sentences
 - 1. Review of form, meaning, and use of compound sentences with coordinating conjunctions
- 4. Adverb Clauses
 - 1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
 - 2. Form, meaning, and use of present, past, and future real (factual) conditionals
- 5. Adjective/relative clauses
 - 1. Form and meaning (not production)
- 6. Verbs
 - 1. Verb Types
 - 1. Review of linking, intransitive, transitive, action, and non-action verbs
 - 2. Verb Tense
 - 1. Review all simple tenses, and present and past progressive
 - 2. Form, meaning, and use of future progressive and present perfect
 - 3. Passive Voice
 - 1. Form, meaning, and use of passive voice in learned tenses
 - 4. Verb Form
 - 1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 - 2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list
 - 3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;
- 7. Modals
 - 1. Present tense modals/modal expressions including: advice/suggestions, preferences, choice vs no choice (don't have to/must not)
- 8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list
9. Adjectives and Adverbs
 1. Focus on present and past participles as adjectives)
10. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.
11. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of present perfect tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple past and present perfect tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

B. Writing:

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have an infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

B. Quizzes

1. Minimum of every other week

C. Class Work

1. Weekly

D. Home Work

1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.
- C. Produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.
- D. Select and use the correct verb tense (simple present and past, present and past progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Sandra N. Elbaum *Grammar in Context 3*. seventh ed., National Geographic Learning, 2021.
2. Raymond Murphy *Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English*. 4 ed., Cambridge University Press, 2018.
3. Sandra Elbaum *Grammar in Context 2*. 7 ed., Cengage, 2017.
4. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
5. Marilyn Marquis, Sarah Nielsen *One World Many Voices: The Book of Firsts*. 1 ed., Wingspan Press, 2010.

Course Modification: NESL 220B - High-Intermediate Grammar for Reading and Writing

Course Modification: NESL 220B - High-Intermediate Grammar for Reading and Writing
(Launched - Implemented 02-08-2025)

compared with

NESL 220B - High-Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in NESL 220B and NESL 221B, and ESL 123 or ESL 126. Students who earn a grade of "P" may not enroll in the class again.

Units/Hours

Instructional Categories (check all that apply)

Lecture ~~No~~ Yes

Lab Yes ~~No~~

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) ~~:Noncredit~~

English as a Second Language (ESL) ~~:Noncredit~~

Course Content

Lecture Content

1. Parts of Speech/Parts of Sentence

1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object

2. Word Order

1. Review of word order in simple, compound, and complex sentences

3. Compound/Complex Sentences

1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses

4. Adverb Clauses

1. Form, meaning, and use of present and past unreal (hypothetical) conditionals

5. Adjective Clauses

1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses

6. Noun Clauses

1. Noun clauses as reported/embedded speech

7. Verbs

1. Verb Tense

1. Review of present perfect tense
2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
3. Review of all verb tenses

2. Passive Voice

1. Review of passive voice in simple tenses
2. Form, meaning, and use of passive voice in progressive and perfect tenses

8. Modals

1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past

9. Dictionary

1. Use of a English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s

10. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Other ~~No~~ Yes

1. Explain _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address _
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. ~~Writing Tasks~~

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

2. ~~Reading/Analysis~~

2. Assignment Tasks - Type _
Add Assignment _

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book

4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 220B, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written discourse:

- _ parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and
- _ simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of NESL 220B, the student should be able to distinguish~~ Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive

- _ phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of NESL 220B, the student should be able to produce~~ Produce verb forms (base, past, past participle, and present participle) and verbs that are

- _ frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Read Critically : Locate, interpret and analyze various types of written texts
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
4. Outcome Text
- ~~Upon completion of NESL 220B, the student should be able to select~~ Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.
- This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Read Critically : Locate, interpret and analyze various types of written texts
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220A - Intermediate Grammar for Reading and Writing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- - ~~Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive~~
Degree of Importance - Required
- Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
Degree of Importance Recommended
- Identify and correctly use present, past, and future real/factual conditionals
Degree of Importance Required
- Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
Degree of Importance - Recommended

- Use technology (Canvas, etc.) to assist and monitor learning

Degree of Importance - Recommended

2. **Requisite Type Prerequisite**

Requisite Course ESL 120A - Intermediate Grammar for Reading and Writing(**Active Launched**)

Comments or - _ placement through the ESL assessment process

Catalog View Prerequisite: NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P - _ or _ placement through the ESL assessment process

Distance Education

Effective Term Fall 2026

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

Yes

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

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

Delivery Methods

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

- **Emergency Fully Online (FO EFO):** ~~_ instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~
- **- Online with the Flexible In-Person Component (OFI):** ~~Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time emergency.~~

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

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

~~All~~

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency.

Do NOT select this area if the course can be taught fully online in DE format under usual

circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **were Emergency evaluated Fully by Online the (EFO): full-time** ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

At least ~~4~~ four times per semester : _

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

Frequency

Weekly :

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

Frequency

Weekly :

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

Frequency

~~At least 4 times per semester:~~ Weekly

Student-Student Interaction

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

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

Frequency

At least twice per semester : _

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

Frequency

Weekly :

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

Frequency

At least twice per semester : _

Student-Content Interaction

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

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

~~**Frequency -**~~

~~Weekly:~~

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

~~**Frequency -**~~

~~At least twice per semester:~~

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

Frequency

Minimum of quizzes every other week; minimum of 2 exams, including a **midterm and comprehensive** final :

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

Frequency

Weekly :

- - ~~**Other:** -~~

~~**Frequency -**~~

~~A minimum of two, either individual or group presentations:~~

- **Other:**

Frequency

Weekly classwork; **weekly approximately** ~~vocabulary journal, a minimum of 4~~ **six** hours of homework ~~weekly~~ .

Textbooks/Materials

Textbook

1. **Author(s)** _ Sandra N. Elbaum
Title _ Grammar in Context 3
Edition _ Seventh
Publisher _ National Geographic Learning
ISBN-13 _ 9780357140512

Year _ 2021

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

Or Equivalent _ Yes

2. **Author(s)** Marilyn Marquis, Sarah Nielsen
Title One World Many Voices: Living in the USA
Edition 1
Publisher Wingspan Press
ISBN-13 -
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Provides level appropriate reading material for grammar analysis.
Or Equivalent - **No**
3. **Author(s)** Raymond Murphy
Title English Grammar in Use Book with Answers and Interactive eBook
Edition 4
Publisher Cambridge University Press
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
4. **Author(s)** Marjorie Fuchs, Margaret Bonner
Title Grammar Express Intermediate with Answer Key
Edition 1
Publisher Pearson Education, Inc
Year 2002
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This book is appropriate for this level and this course.
5. **Author(s)** Sandra Elbaum
Title Grammar in Context 3
Edition 6
Publisher Cengage
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 11 / 28 02 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 220B - High-Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date

~~08/15/2019~~

02/08/2025



Course Outline for Noncredit English as a Second Language 220B High-Intermediate Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 220B - High-Intermediate Grammar for Reading and Writing

54 Hours

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in NESL 220B and NESL 221B, and ESL 123 or ESL 126. Students who earn a grade of "P" may not enroll in the class again.

Prerequisite: NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
- C. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- D. Demonstrate mastery in form, meaning, and use of all verb tenses
- E. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- F. Identify and correctly use the passive voice in all verb tenses

- G. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- I. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- J. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- K. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 - 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences
- 3. Compound/Complex Sentences
 - 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses
- 4. Adverb Clauses
 - 1. Form, meaning, and use of present and past unreal (hypothetical) conditionals
- 5. Adjective Clauses
 - 1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses
- 6. Noun Clauses
 - 1. Noun clauses as reported/embedded speech
- 7. Verbs
 - 1. Verb Tense
 - 1. Review of present perfect tense
 - 2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
 - 3. Review of all verb tenses
 - 2. Passive Voice
 - 1. Review of passive voice in simple tenses
 - 2. Form, meaning, and use of passive voice in progressive and perfect tenses
- 8. Modals
 - 1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past
- 9. Dictionary
 - 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s

10. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of unreal conditionals
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between past perfect and past perfect progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

B. Other:

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

A. Home Work

1. Approximately 6 hours per week

B. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

C. Quizzes

1. Minimum of every other week

D. Class Work

1. Weekly

Student Learning Outcomes

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

- A. Use standard grammar terminology to analyze and discuss English in written discourse: parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.
- C. Produce verb forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.
- D. Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Sandra N. Elbaum *Grammar in Context 3*. Seventh ed., National Geographic Learning , 2021.
2. Marilyn Marquis, Sarah Nielsen *One World Many Voices: Living in the USA*. 1 ed., Wingspan Press, 2010.
3. Raymond Murphy *English Grammar in Use Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2018.
4. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
5. Sandra Elbaum *Grammar in Context 3*. 6 ed., Cengage, 2016.



Course Modification: NESL 230B - High-Beginning Grammar for Reading and Writing

Course Modification: NESL 230B - High-Beginning Grammar for Reading and Writing
(Launched - Implemented 02-08-2025)

compared with

NESL 230B - High-Beginning Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2026

Catalog Description

This is the second semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, word order, verb tenses: simple present, past, and future as well as present and past progressive, verb forms, modals, phrases, and vocabulary development. Students are advised to enroll concurrently in NESL 230B, NESL 231B, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Units/Hours

Instructional Categories (check all that apply)

Lab ~~Yes~~ No

Discipline Placement

Minimum Qualification

1. Minimum Qualification English as a Second Language (ESL) ~~:-Noncredit~~

English as a Second Language (ESL) :-Noncredit

Course Content

Lecture Content

1. Parts of Speech

2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
3. Independent clauses and compound sentences with "and," "but," "or," and "so"
4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
5. Word order

1. Simple, compound, and complex sentences, adverbs, prepositional phrases

6. Verbs

1. Verb Types

1. Review transitive, intransitive, linking, action, non-action

2. Verb Tense

1. Review simple present, simple past, present progressive/continuous
2. Form, meaning, and use of past progressive and simple future

3. Verb Forms

1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

7. Modals

1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice

8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list

9. Pronouns

1. Subject, object, and possessive

10. Prepositions

1. High frequency prepositions and prepositional phrases (time, place, movement)

11. Dictionary

1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s

12. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.
- Assignments
Address Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading
Add Assignment

1. ~~Writing tasks~~

1. ~~Write five sentences. Each sentence should include a coordinating conjunction~~
2. ~~Write five sentences. Each sentence should include an adverb of frequency.~~
3. ~~Write five sentences. Each sentence should include an adverb of manner.~~
4. ~~Write five sentences. Each sentence should include a verb in the future progressive tense.~~

2. ~~Reading/Analysis Tasks~~

1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.

4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.
7. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

2. Assignment Type _ Writing
Add Assignment _

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 230B, the student should be able to use~~ Use standard grammar terms to identify the

_ parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, _ prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

2. Outcome Text

~~Upon completion of NESL 230B, the student should be able to distinguish~~ Distinguish subject, verb, objects, and

_ phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

3. Outcome Text

~~Upon completion of NESL 230B, the student should be able to produce~~ Produce the verb forms (base form, past _ form, past participle, and present participle) and verbs that are frequently followed by a gerund or an _ infinitive for the verbs on the list of most common 0-1000 words.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

4. Outcome Text

~~Upon completion of NESL 230B, the student should be able to select~~ Select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most _ common 0-1000 words, especially the irregular verbs.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

Requisites/Requisite Validation

Requisites

1. Group Title

1. **Requisite Type** Prerequisite

Requisite Course NESL 230A - Beginning Grammar for Reading and Writing(**Active Launched**)

2. **Requisite Type** Prerequisite

Requisite Course ESL 130A - Beginning Grammar for Reading and Writing(**Active Launched**)

Catalog View **Prerequisite:** NESL 230A with a minimum grade of P, or ESL 130A with a minimum grade of P or placement through the ESL assessment process .

Distance Education

Effective Term Fall 2026

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

Yes

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

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

Delivery Methods

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

- **Emergency Fully Online (FO EFO):** *~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.~~*
- **- Partially Online:** *~~Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings emergency.~~*

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

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

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

~~All~~

Emergency three Delivery modes Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency.

Do NOT select this area if the course can be taught fully online in DE format under usual

circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **were Emergency evaluated Fully by Online the (EFO): full-time** *ESL taught faculty fully at online LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode only in non-emergency case situations in order to have the ability to offer these courses in of an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices emergency.*

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

This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Accessibility

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

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

Syllabus

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

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

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

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

DE Course Interactions

Instructor-Student Interaction

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

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

Frequency

Weekly :

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

Frequency

Weekly :

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

Frequency

At least 4 times per semester: Weekly

Student-Student Interaction

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

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

Frequency

At least twice per semester :

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

Frequency

Weekly :

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

Frequency

At least twice per semester : _

Student-Content Interaction

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

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
Weekly.
- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
At least twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final :
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
Weekly :
- **Other:**
Frequency
Weekly classwork; approximately six hours of homework.

Textbooks/Materials

Textbook

1. Author(s) [Sandra N. Elbaum](#)
Title [Grammar in Context 2](#)
Edition [Seventh](#)
Publisher [National Geographic Learning](#)
ISBN-13 [978-0-357-14024-6](#)
Year [2024](#)
Or Equivalent [Yes](#)
2. Author(s) [Raymond Murphy](#)
Title [Basic Grammar in Use Student's Book with Answers and Interactive eBook](#)
Edition [4](#)
Publisher [Cambridge University Press](#)
ISBN-13 -
Year [2017](#)

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

~~No~~

3. **Author(s)** Marjorie Fuchs, Margaret Bonner
Title Grammar Express Basic With Answer Key
Edition 1
Publisher Pearson Education, Inc
Year 2004
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This textbook covers the grammar points from the course objectives.

4. **Author(s)** Sandra Elbaum
Title Grammar in Context 1
Edition 6
Publisher Cengage
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
-

5. **Author(s)** Marilyn Marquis, Sarah Nielsen
Title One World Many Voices: World Holidays
Edition - †
Publisher Wingspan Press
Year 2010
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Provides level appropriate reading material for grammar analysis.

6. **Author(s)** Marjorie Fuchs, Margaret Bonner
Title Grammar Express Basic Workbook
Edition - 1
Publisher Pearson Education, Inc
ISBN-13 -
Year 2004
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Used in conjunction with the Grammar Express Textbook.

Or Equivalent - No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 10 / 28 30 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 230B - High-Beginning Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2026

Implementation Date -

~~08/15/2019~~

02/08/2025



Course Outline for Noncredit English as a Second Language 230B High-Beginning Grammar for Reading and Writing

Effective: Fall 2026

Catalog Description:

NESL 230B - High-Beginning Grammar for Reading and Writing 54 Hours

This is the second semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, word order, verb tenses: simple present, past, and future as well as present and past progressive, verb forms, modals, phrases, and vocabulary development. Students are advised to enroll concurrently in NESL 230B, NESL 231B, and ESL 133 or ESL 136. Students are limited to two enrollments in this course.

Prerequisite: NESL 230A with a minimum grade of P, or ESL 130A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Discuss English grammar using standard grammar terminology
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- C. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
- D. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- E. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- F. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list

- G. Identify verbs in sentences as transitive, intransitive, or linking
- H. Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- I. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- J. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- K. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- L. Identify and correctly use high frequency prepositions of time, place, and movement
- M. Identify the referent and correctly use subject and object pronouns
- N. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- O. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- P. Use technology (Canvas, etc.) effectively to enhance and monitor learning

Course Content:

- 1. Parts of Speech
- 2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
- 3. Independent clauses and compound sentences with "and," "but," "or," and "so"
- 4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
- 5. Word order
 - 1. Simple, compound, and complex sentences, adverbs, prepositional phrases
- 6. Verbs
 - 1. Verb Types
 - 1. Review transitive, intransitive, linking, action, non-action
 - 2. Verb Tense
 - 1. Review simple present, simple past, present progressive/continuous
 - 2. Form, meaning, and use of past progressive and simple future
 - 3. Verb Forms
 - 1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 - 2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
 - 3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- 7. Modals
 - 1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- 8. Word Forms
 - 1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list
- 9. Pronouns

1. Subject, object, and possessive
10. Prepositions
 1. High frequency prepositions and prepositional phrases (time, place, movement)
11. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
12. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of simple future tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the similarities between past progressive and future progressive tenses
4. Individualized Instruction - for example, one-on-one instruction to assist with a student's formation of the future progressive tense
5. Projects - for example, individual or small group projects covering a specific grammar topic
6. Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.
7. Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

B. Writing:

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

B. Quizzes

1. Minimum of every other week
- C. Class Work
 1. Weekly
- D. Home Work
 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.
- C. Produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.
- D. Select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Sandra N. Elbaum *Grammar in Context 2*. Seventh ed., National Geographic Learning, 2024.
2. Raymond Murphy *Basic Grammar in Use Student's Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2017.
3. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic With Answer Key*. 1 ed., Pearson Education, Inc, 2004.
4. Sandra Elbaum *Grammar in Context 1*. 6 ed., Cengage, 2016.
5. Marilyn Marquis, Sarah Nielsen *One World Many Voices: World Holidays*. 1 ed., Wingspan Press, 2010.
6. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic Workbook*. 1 ed., Pearson Education, Inc, 2004.

5.2 Course Deactivations

Justification: Needed to be updated.

- ARTS 2B Drawing and Composition

Justification: This course isn't sustainable because the outline requires two instructors for one course, and we don't have the budget to offer it.

- NESL 240 Public Speaking Delivery for Advanced ESL (Communicate with Confidence)
- NESL 241 Public Speaking Structure for Advanced ESL (Find your Voice)

Justification: THEA 59 is no longer offered. We merged that content with THEA 56 a while ago when we updated the Conservatory sequence.

- THEA 59 Acting for the Camera II/Voice Over

5.3 Associate Degree GE

- WLDT 75 Measurements and Calculations



Course Outline for Welding Technology 75 Measurements and Calculations

Effective: Fall 2024

Catalog Description:

WLDT 75 - Measurements and Calculations

4.00 Units

Math calculations based on manufacturing applications. Precision and semi-precision measuring tools used in manufacturing and the role they play in generating numerical data used in shop floor calculations. Use of the calculator to simplify shop floor math applications relevant to the skilled trades.

Course Grading: Optional

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

Discipline:

Welding

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use various precision and semi-precision measuring tools
- B. Demonstrate basic scientific calculator operations
- C. Describe different number types
- D. Apply Fractions, Decimals, Percents and Exponents in manufacturing applications
- E. Measure angles and perform angular calculations
- F. Identify different coordinate systems
- G. Employ formulas to solve triangle problems
- H. Employ formulas to solve circle problems
- I. Identify geometric shapes and perform calculations involving area and volume
- J. Describe uses for Algebraic equations in manufacturing applications

- K. Construct graphs and apply their use in manufacturing applications
- L. Demonstrate use of Literal equations in manufacturing applications

Course Content:

- 1. Measurement
 - 1. English system
 - 2. Metric system
 - 3. Ruler
 - 4. Tape Measure
 - 5. Protractor
 - 6. Micrometer
 - 7. Calipers
 - 8. Dial Indicator
 - 9. Height Gauge
 - 10. Weight
 - 11. Temperature
 - 12. Pressure
- 2. Scientific Calculator
 - 1. Basic Arithmetic Functions
 - 2. Order of Operations
 - 3. Trigonometric Functions
 - 4. Use of Memory
- 3. Number Types
 - 1. Natural
 - 2. Whole
 - 3. Prime
 - 4. Integers
 - 5. Rational
 - 6. Irrational
 - 7. Significant Figures
- 4. Fractions
 - 1. Ruler and semi-precision measurement
 - 2. Basic Arithmetic Functions
 - 3. Converting to Decimals
- 5. Decimals
 - 1. Micrometer and Caliper and precision measurement
 - 2. Basic Arithmetic Functions
 - 3. Converting to Fractions
- 6. Percents
 - 1. Percent Applications in Manufacturing
 - 2. Interest
 - 3. Discounts
 - 4. Solving Problems involving Percents
- 7. Exponents

1. Powers
2. Roots
3. Scientific Notation
4. Solving Problems involving Powers and Roots
8. Angles
 1. Protractor measurements
 2. Basic Arithmetic Functions
 3. Degrees
 4. Radians
 5. Converting between Degrees and Radians
9. Coordinate Systems
 1. Number Line
 2. Cartesian
 3. Polar
 4. Cylindrical
 5. Spherical
10. Triangles
 1. Right
 2. Equilateral
 3. Isosceles
 4. Scalene
 5. Acute
 6. Right
 7. Obtuse
 8. Trigonometric Ratios
 9. Laws of Sine and Cosine
 10. Pythagorean Theorem
 11. Solving Triangle Problems and Applications
11. Circles
 1. Arcs
 2. Diameter
 3. Radius
 4. Circumference
 5. Chord
 6. Solving Circle Problems and Applications
12. Geometric Shapes
 1. Basic Geometric Shapes
 2. Area Calculations
 3. Volume Calculations
 4. Solve Geometric Shape Problems and Applications
13. Algebraic Expressions
 1. Variables
 2. Order of Operations
 3. Evaluating Expressions and Formulas
 4. Solving Simple Equations in One Variable

14. Graphing
 1. Points
 2. Line
 3. Slope
 4. Simple Equations
 5. Graphing Applications in Manufacturing
15. Literal Equations in Manufacturing
 1. Direct Current (DC) Power
 2. Screw Threads
 3. Gear Ratios
 4. Horsepower
 5. Pumps and Motors
 6. Hydraulics
 7. Machine Shop
 8. Welding Shop

Methods of Instruction:

1. Classroom Activity - Measuring tool usage and care
2. Demonstration - Problem Solving and Applications
3. Lecture - Learning module content Applications of Math in Manufacturing
4. Individualized Instruction - As needed
5. Field Trips - Applications of course concepts in manufacturing
6. Discussion - Learning module content Homework reflection New Concepts Applications

Typical Assignments

- A. Other:
 1. Reading
 1. Chapters in Text
 2. Handouts
 3. Online Content
 2. Homework
 1. Problem Solving
 2. Word Problems
 3. Manufacturing Applications
 3. In-Class Work
 1. Problem Solving and Manufacturing Applications
 2. Small Group Work
 3. Measurement Tool Usage and Care

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Midterm/Final
- B. Quizzes

- 1. Each Learning Module
- C. Class Work
 - 1. As needed at instructors discretion
- D. Home Work
 - 1. As needed at instructors discretion

Textbooks (Typical):

Textbook:

- 1. Nino Marion *Math for Welders*. 7th ed., Goodheart Willcox, 2022.
- 2. Mark W Huth *Math for Machinists*. 2nd ed., Goodheart - Willcox, 2022.
- 3. Luke D Thompson *Math for Automotive Technicians*. 1st ed., Goodheart - Willcox, 2019.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Scientific Calculator with Trig Functions (Non-Cell Phone Based).

5.4 Program Deactivations

Justification: This course isn't sustainable because the outline requires two instructors for one course, and we don't have the budget to offer it. .

- Advanced ESL Communication Studies, NCL

5.5 Policies

- CCP 1040 Associate Degree General Education - Modified

CCP 1040 ASSOCIATE DEGREE GENERAL EDUCATION

General education is a significant part of the program of studies in American colleges and universities. The term *general education* refers to a program of studies intended to broaden students' minds and enrich their personal, social, and cultural understanding through exposure to a breadth of academic disciplines. Students develop skills and aptitudes that prepare them to contribute to and participate in society and the democratic process.

Las Positas College Associate Degree General Education Pattern

Area 1: English Composition, Oral Communication, and Critical Thinking

Area 1A: English Composition (3 semester units)

Area 1B: Oral Communication and Critical Thinking (3 semester units)

Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)

Area 3: Arts and Humanities (3 semester units)

Area 4: Social and Behavioral Sciences (3 semester units)

Area 5: Natural Sciences (3 semester units)

Area 6: Ethnic Studies (3 semester units)

Area 7: Kinesiology (1 semester unit)

Area 8: Health (3 semester units – AA Requirement Only)

Area 9: American Institutions (3 semester units – AA Requirement Only)

Courses satisfying Areas 1A and 2 must be completed with a grade of "C" (or "P") or higher.

Courses that fulfill an Area shall have at least the number of units required for the Area and satisfy the following standards:

Area 1A: English Composition

Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing. Courses in English Composition should require that students demonstrate reading comprehension for a range of college-level texts, write essays demonstrating college-level reasoning and organization in academic prose, and apply basic research skills in written form.

Area 1B: Oral Communication and Critical Thinking

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

Courses in Oral Communication are designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Courses in Critical Thinking should require that students analyze, synthesize and evaluate academic and cultural texts, write complex argumentative essays, demonstrate critical thinking skills in class discussion and in writing, and use appropriate research techniques to produce an acceptable research paper.

Area 2: Mathematical Concepts and Quantitative Reasoning

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

Area 3: Arts and Humanities

Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments.

Through completing courses in this area, students will do the following:

- gain an awareness and appreciation of traditional creative disciplines, such as the visual arts, music, literature, film, and performative arts.
- increase the awareness and understanding of philosophical thought, spiritual values, mythological lessons, political and social institutions, and foreign languages.
- employ critical thinking, investigative methods, and personal reflection to create and shape value judgments based on expanded perspectives provided by these subjects

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

Area 4: Social and Behavioral Sciences

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Through completing courses in this area, students will do the following:

- gain a broad understanding of the historic foundations of social change, intellectual ideas, and various cultural practices that shape the contemporary human social world
- develop global consciousness and multicultural awareness by appreciating the contributions of all people, especially those of historically underrepresented backgrounds
- analyze problems and issues using the respective disciplinary principles, methodologies, value systems, and ethics of social and behavioral sciences.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography,

economics, history, political science, psychology, sociology, women's studies, and related disciplines.

Area 5: Natural Sciences (3 semester units)

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Area 6: Ethnic Studies

Courses in ethnic studies examine the diverse histories, current issues, and unique lived experiences of major American racial and ethnic groups along with the intersectionality of racial and ethnic identities with other forms of social identity in the social, cultural, and political contexts.

Courses in this area require students to do the following:

- critically examine and articulate concepts of ethnic studies
- apply theory and knowledge produced by one of the major American racial and ethnic groups.
- critically analyze the concept of intersectionality.
- examine issues facing main ethnic groups in the relevant structural contexts.

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x Studies; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

Area 7: Kinesiology

Courses in Kinesiology require students to develop an awareness of the importance of a healthy lifestyle through physical activity, focus on the

development of overall well-being through physical activity, and incorporate key principles of healthy lifestyle and physical activity to enhance quality of life.

Courses in Kinesiology include a variety of physical activity and dance courses.

Area 8: Health (AA Requirement Only)

Courses in Health require students to learn health and wellness concepts, critically evaluate scientifically derived knowledge about health, identify methods for -and challenges of- maintaining a healthy lifestyle, describe relationships of personal, community, and global health issues.

Courses in Health include health, early childhood education, psychology, nutrition, kinesiology and related disciplines.

Area 9: American Institutions (AA Requirement Only)

Courses in this area fulfill the CSU U.S. History, Constitution, and American Ideals graduation requirement which calls for study in 3 areas:

- The historical development of American institutions and ideals (Area US-1).
- The Constitution of the United States and the operation of representative democratic government under the Constitution (Area US-2).
- The process of California state and local government (Area US-3).

Adopted: October 7, 2024, Revised March XX, 2025

5.6 AP HL Exam Credit

- AP Environmental Science - EVST 5 + EVST 5L

- Credit may be earned for the College Board Advance Placement (AP) Exams with scores of 3 or higher.
- Course credit and units granted at Las Positas College may differ from amounts granted by transfer institutions or other community colleges.
- CSU units count toward eligibility for admission and may not apply towards Associate Degrees for Transfer (AD-T) or the baccalaureate degree.
- All units listed are semester units.

AP Examination	LPC Credit				Transfer Credit		Cal-GETC Credit	
	LPC Units	GE Area	GE Units	LPC Course(s)	CSU Units	UC Units	Cal-GETC Area	Cal-GETC Units
African American Studies	3	4	3		n/a	2.6		
Art History	6	3	3	ARHS 4 ARHS 5	6	5.3	3A or 3B	3
Biology	6	5	3	BIO 30	6	5.3	5B and 5C	4
Calculus AB	5	2	3	MATH 1	3*	2.6**	2	3
Calculus BC	10	2	3	MATH 1 MATH 2	6*	5.3**	2	3
Calculus BC/AB Subscore***	5	2	3	MATH 1	3*	2.6**	2	3
Calculus Exam Limitations								
* Maximum credit: one exam in calculus or computer science may be applied to the baccalaureate for CSU.								
** Maximum credit: 5.3 semester units for both MATH AB and BC exams; 2.6 semester units for both AB and the AB Subscore for UC								
*** Students who take the BC exam and earn a subscore of 3 or higher on the AB portion will receive credit for the AB exam, even if they do not receive a score of 3 or higher on the BC exam for UC.								
Chemistry	6	5	3	CHEM 1A	6	5.3	5A and 5C	4
Chinese Language and Culture	6	3	3	n/a	6	5.3	3B	3
Comparative Government and Politics	3	4	3	POLI 20	3	2.6	4	3
Computer Science A	4	n/a	0	CS 31	3*	5.3	n/a	0
Computer Science Principles	6	IB	3	n/a	6*	5.3	n/a	0
Computer Science Exam Limitations								
* Maximum credit: one exam in computer science or calculus may be applied to the baccalaureate for CSU.								
English Language and Composition	6	1A	3	ENGL C1000	6	5.3*	1A	3
English Literature and Composition	6	1A or 3	6	ENGL C1000	6	5.3*	1A or 3B	3
English Exam Limitations								
* Maximum credit: 5.3 semester units for both English Language and Composition and English Literature and Composition exams for UC								
Environmental Science	4	5	3	EVST 5 EVST 5L	4	2.6	5A and 5C	3
European History	6	3 or 4	3	HIST 2	6	5.3	3B or 4	3
French Language and Culture	6	3	3	FREN 1A	6	5.3	3B	3
French Language and Culture (Score of 4)	10	3	3	FREN 1A FREN 1B	6	5.3	3B	3
German Language and Culture	6	3	3	n/a	6	5.3	3B	3
Human Geography	3	4	3	GEOG 2	3	2.6	4	3
Italian Language and Culture	6	3	3	n/a	6	5.3	3B	3
Japanese Language and Culture	6	3	3	n/a	6	5.3	3B	3
Latin	6	3	3	n/a	6	5.3	3B	3
Macroeconomics	3	4	3	ECON 2	3	2.6	4	3
Microeconomics	3	4	3	ECON 1	3	2.6	4	3
Music Theory	6	5	3	MUS 8A	6	5.3*	n/a	0
Music Theory (Score of 5)	8	5	3	MUS 8A MUS 8B	6	5.3*	n/a	0
Music Exam Limitations								
* UC's grant credit for the full Music Theory exam. Students who earn only a subscore will not receive exam credit for UC.								
Physics 1	4	5	3	PHYS 2A	4*	5.3**	5A and 5C	4
Physics 2	4	5	3	PHYS 2B	4*	5.3**	5A and 5C	4
Physics C: Electricity and Magnetism	5	5	3	PHYS 1C	4*	2.6**	5A and 5C	4

Advanced Placement (AP) Examinations

AP Examination	LPC Credit				Transfer Credit		Cal-GETC Credit	
	LPC Units	GE Area	GE Units	LPC Course(s)	CSU Units	UC Units	Cal-GETC Area	Cal-GETC Units
Physics C: Mechanics	5	5	3	PHYS 1A	4*	2.6**	5A and 5C	4
Physics Exam Limitations								
* Maximum credit: 4 semester units toward GE and 6 semester units toward transfer for all Physics exams passed for CSU.								
** Maximum credit: 5.3 semester units for all Physics exams for UC.								
Psychology	3	4	3	PSYC C1000	3	2.6	4	3
Seminar	3	n/a	0	n/a	3	0	n/a	0
Spanish Language and Culture	6	3	3	SPAN 1A	6	5.3	3B	3
Spanish Language and Culture (Score of 4)	10	3	3	SPAN 1A SPAN 1B	6	5.3	3B	3
Spanish Literature and Culture	6	3	3	n/a	6	5.3	3B	3
Spanish Literature and Culture (Score of 4)	6	3	3	SPAN 21	6	5.3	3B	3
Statistics	4	2	3	STAT C1000	3	2.6	2	3
Studio Art: 2D Design	3	n/a	0	ARTS 23	3	5.3*	n/a	0
Studio Art: 3D Design	3	n/a	0	ARTS 24	3	5.3*	n/a	0
Studio Art: Drawing	3	n/a	0	ARTS 2A	3	5.3*	n/a	0
AP Studio Art Exam Limitations								
* Maximum credit: 5.3 semester units for all Studio Art exams for UC.								
United States Government and Politics	4	4	3	POLS C1000	3	2.6	4	3
United States History	6	3 or 4	3	HIST 7 HIST 8	6	5.3	3B or 4	3
World History: Modern	3	3 or 4	3	n/a	3	5.3	3B or 4	3