

Las Positas College  
Curriculum Committee Meeting  
03/31/2025  
6.0 Second Reading/Voting Packet

## 6.1 Course Modifications

### Course Outline of Record - Effective Term: **Fall 2025**

- CMST 46 Argumentation and Debate

### Course Outline of Record - Effective Term: **Fall 2026**

- 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

### Distance Education (DE) - Effective Term: **Fall 2025**

- 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



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## Course Outline for Communication Studies 46

### Argumentation and Debate

**Effective:** Fall 2025

#### Catalog Description:

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#### CMST 46 - Argumentation and Debate

#### 3.00 Units

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience. Analysis, presentation, and evaluation of oral and written arguments.

3 Units Lecture

Course Grading: Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

#### Discipline:

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Communication Studies

#### Number of Times Course May Be Taken for Credit:

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## Course Objectives:

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

- A. Debate in a public setting adhering to the foundations of a democratic society which include using ethical communication, critical thinking, civil discourse, and fostering informed citizens.
- B. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- C. Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- D. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
- E. Employ effective research skills;
- F. Conceptualize and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts and debate types
- G. Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates;
- H. Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
  - I. Recognize, create, define and analyze propositions;
  - J. Analyze, advocate, and criticize ideas, especially through the process of debate;
- K. Recognize fallacies of reasoning and argue ethically;
- L. Practice the use of critical thinking skills in oral debates through a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many);
- M. Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal delivery);
- N. Listen critically to provide constructive criticism to peers
- O. Apply rhetorical principles to analyze historical and contemporary debates

## Course Content:

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- 1. Examination of the nature of argumentation
  - 1. Historical development of argumentation
  - 2. The usefulness of argumentation
  - 3. The limitations of argumentation
  - 4. Ethical standards in argumentation

1. Rhetorical sensitivity
2. Diversity in debate opponent and audience
3. Honesty, truthfulness, accuracy and reason
2. Methods of critical inquiry and reasoning
  1. Presumption
  2. Burden of proof
  3. The prima facie case
  4. The model of an argument
    1. Claims
    2. Grounds
    3. Warrants
    4. Backing
    5. Qualifiers
    6. Rebuttals
3. Classification of propositions
  1. Propositions of fact
  2. Propositions of value
  3. Propositions of policy
4. Advocacy and argumentation techniques
  1. Audience analysis
  2. Critical Listening
  3. Language choice and style
  4. Delivery techniques
  5. Building credibility with an audience
5. Research skills, analysis, and evaluation of evidence and sources
  1. The discovery of evidence
  2. Research techniques
  3. Types of evidence
  4. Tests of evidence
6. Adaptation to audiences, rhetorical situations, and purposes within a democratic society

1. Appropriateness of topic selection and delivery
2. Effects of situational audience analysis
3. Demographic audience analysis
7. Logical fallacies and ethical arguments
  1. Fallacies in reasoning
  2. Fallacies in research
  3. Fallacies of appeal
  4. Fallacies in language
8. Advocacy and argumentation techniques
  1. Audience analysis
  2. Language choice and style
  3. Delivery techniques
    1. Verbal delivery
    2. Nonverbal delivery
    3. Language usage
  4. Building credibility with an audience
    1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
  1. International Public debate
  2. Parliamentary debate
  3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
  1. Effectiveness of organization
  2. Effectiveness of delivery
  3. Effectiveness of argumentation

## **Methods of Instruction:**

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1. Classroom Activity - In-class group activities (peer-to-peer teaching)
2. Critique - Critique by faculty and students of classroom debates

3. Demonstration - Demonstrations of debates in person or on video
4. Discussion - Group discussions
5. Lecture - Instructor delivery of course content
6. Observation - Critique of live debates
7. Student Presentations - At least 3 oral presentation/debates

## Typical Assignments

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### A. Other:

#### 1. Speeches

1. Students will present public speeches in class to be evaluated by both peers and faculty. Informative Speech: In a timed speech no less than 5 minutes, students will present on an issue that is an ongoing problem in the world. They will use research and fully inform the audience on the background of the problem using proper structure and organization. Persuasion Speech: In a timed speech no less than 6 minutes, students will persuade the audience to take action using sound reasoning and evidence on why an ongoing issue should be fixed AND how to fix the issue.

##### 1. Informative Speech

1. In a timed speech at least 5 minutes in length, you will teach your classmates and instructor about a significant issue that affects our democratic society. Sound reasoning, outside research, and an outline will be required for your informative presentation.

##### 2. Persuasion Speech

1. In a timed speech at least 6 minutes in length, you will persuade your audience to take action about a problem that exists and is pertinent to us. You will be graded on the significance of topic, organization, delivery, use of research, and your use of time.

#### 2. Debates

1. Students will perform public debates in class. They may be varying forms of debate such as Spontaneous Argumentation, International Public, Parliamentary, or Lincoln -Douglas. Topics will reflect diverse topics within a democratic Society.

##### 1. Lincoln-Douglas Debate

1. Students will research the nationally assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.

## 2. Parliamentary Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Should voting be mandatory in a democratic society?"

## 3. International Public Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Does freedom of speech have limits in a democracy?"

## B. Writing:

### 1. Proposition Paper

1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

## Methods of Evaluating Student Progress

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### A. Exams/Tests

1. one midterm and one final exam

### B. Papers

1. minimum of one paper research paper including written preparation of debates

### C. Oral Presentation

1. At least 3 presentations of varying types of individual and group debates and informative and persuasive speeches

### D. Class Participation

1. weekly class activities

### E. Research Projects

1. At least 2 researched based oral presentations.

## Student Learning Outcomes

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

- A. Critically analyze an argument.
- B. Develop and deliver an argument.



## Textbooks (Typical):

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### OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.*, LibreTexts, 2024.  
[https://human.libretexts.org/Bookshelves/Composition/Advanced\\_Composition/How\\_Arguments\\_Work\\_-\\_A\\_Guide\\_to\\_Writing\\_and\\_Analyzing\\_Texts\\_in\\_College\\_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)).
2. Craig DeLancey *A Concise Introduction to Logic.*, SUNY Oswego, 2017. <https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>.
3. Jim Marteney *Arguing Using Critical Thinking.*, LibreTexts, 2024.  
[https://socialsci.libretexts.org/Bookshelves/Communication/Argument\\_and\\_Debate/Arguing\\_Using\\_Critical\\_Thinking\\_\(Marteney\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney))).

### Textbook:

1. Fred D. White, Simone J. Billings *The Well-Crafted Argument.* 6th ed., Cengage, 2017.
2. Govier, Trudy, *A Practical Study of Argument.* 7th ed., Cengage, 2014.
3. Rottenbert, Annette, *The Structure of Argument.* 10th ed., Macmillan Learning, 2021.
4. Austin J. Freeley, David L. Steinberg *Argumentation and Debate.* 13th ed., Cengage, 2014.
5. James A. Herrick *Argumentation: Understanding and Shaping Arguments.* 7th ed., Strata Publishing Inc., 2023.



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## Course Outline for English as a Second Language 23

### Advanced Grammar

**Effective:** Fall 2026

#### Catalog Description:

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#### 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.

3 Units Lecture

**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

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

#### Discipline:

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English as a Second Language (ESL)

## Number of Times Course May Be Taken for Credit:

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1

## Course Objectives:

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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:

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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:

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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

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### 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

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- 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

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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):

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### 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.



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## Course Outline for English as a Second Language 26

### Advanced Editing

**Effective:** Fall 2025

#### Catalog Description:

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#### 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.

3 Units Lecture

**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

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

#### Discipline:

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English as a Second Language (ESL)

## Number of Times Course May Be Taken for Credit:

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1

## Course Objectives:

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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:

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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:

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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

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- 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

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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

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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):

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### 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.



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

**Effective:** Fall 2026

### Catalog Description:

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#### 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.

3 Units Lecture

**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

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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English as a Second Language (ESL)

## Number of Times Course May Be Taken for Credit:

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1

## Course Objectives:

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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:

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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:

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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

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### 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

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- 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

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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):

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### 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.





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

**Effective:** Fall 2026

### Catalog Description:

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#### 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.

3 Units Lecture

**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

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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## Number of Times Course May Be Taken for Credit:

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1

## Course Objectives:

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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:

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### 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:

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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

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### 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

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### 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

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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):

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#### 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.



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## Course Outline for English as a Second Language 130B

### High-Beginning Grammar for Reading and Writing

**Effective:** Fall 2026

#### Catalog Description:

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#### 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.

3 Units Lecture

**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

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

#### Discipline:

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English as a Second Language (ESL)

## Number of Times Course May Be Taken for Credit:

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1

## Course Objectives:

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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:

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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:

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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

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### 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

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- 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

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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):

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### 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.



**LAS POSITAS**  
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## Course Outline for Interior Design 30 Fundamentals of Lighting

**Effective:** Fall 2026

### Catalog Description:

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#### **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.

3 Units Lecture

**Course Grading:** Optional

<b>Lecture Hours</b>	54
<b>Inside of Class Hours</b>	54
<b>Outside of Class Hours</b>	108

### Discipline:

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Interior Design

### Number of Times Course May Be Taken for Credit:

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## Course Objectives:

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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:

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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:

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1. Field Trips - to local Lighting Showroom

2. Guest Lecturers - When possible, via zoom or in the classroom
3. Slides and Videos

## Typical Assignments

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### 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

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### 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

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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):

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**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

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**Other Materials Required of Students:**

1. Drafting equipment.



## Course Outline for Interior Design 35 Residential Space Planning

**Effective:** Fall 2026

### Catalog Description:

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#### **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.

2 Units Lecture 1 Units Lab

Course Grading: Optional

<b>Lecture Hours</b>	36
<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	90
<b>Outside of Class Hours</b>	72

### Discipline:

---

Interior Design

### Number of Times Course May Be Taken for Credit:

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## Course Objectives:

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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:

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### 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:

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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

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### 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

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### 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

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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):

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### 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

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### 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 Outline for Interior Design 45 Basic Kitchen and Bathroom Design

**Effective:** Fall 2026

### Catalog Description:

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#### **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.

2 Units Lecture 1 Units Lab

Course Grading: Optional

<b>Lecture Hours</b>	36
<b>Lab Hours</b>	54
<b>Inside of Class Hours</b>	90
<b>Outside of Class Hours</b>	72

### Discipline:

---

Interior Design

### Number of Times Course May Be Taken for Credit:

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## Course Objectives:

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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:

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### 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:

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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

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#### 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

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#### 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

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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):

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### 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

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### Other Materials Required of Students:

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



**LAS POSITAS**  
COLLEGE

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

**Effective:** Fall 2026

### Catalog Description:

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#### NESL 220A - Intermediate Grammar for Reading and Writing

##### 162 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

<b>Total Lecture Hours</b>	54
<b>Total Inside of Class Hours</b>	54
<b>Total Outside of Class Hours</b>	108
<b>Total Noncredit Hours</b>	162

### Discipline:

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## Course Objectives:

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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:

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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:

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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

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### 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 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.

## Methods of Evaluating Student Progress

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- 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

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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):

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**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.



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

**Effective:** Fall 2026

### Catalog Description:

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

##### 162 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 are limited to two enrollments in this course.

**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

<b>Total Lecture Hours</b>	54
<b>Total Inside of Class Hours</b>	54
<b>Total Outside of Class Hours</b>	108
<b>Total Noncredit Hours</b>	162

### Discipline:

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## Course Objectives:

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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:

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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.

## **Methods of Instruction:**

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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

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### 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

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### 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

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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):

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### 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.



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## Course Outline for Noncredit English as a Second Language 230B High-Beginning Grammar for Reading and Writing

**Effective:** Fall 2026

### Catalog Description:

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#### NESL 230B - High-Beginning Grammar for Reading and Writing 162 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

<b>Total Lecture Hours</b>	54
<b>Total Inside of Class Hours</b>	54
<b>Total Outside of Class Hours</b>	108
<b>Total Noncredit Hours</b>	162

### Discipline:

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## Course Objectives:

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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:

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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:

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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

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### 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

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- 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

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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):

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### 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.

## 6.2 Course Deactivations

Effective Term: **Fall 2026**

- ARTS 2B Drawing and Composition
- NESL 240 Public Speaking Delivery for Advanced ESL (Communicate with Confidence)
- NESL 241 Public Speaking Structure for Advanced ESL (Find your Voice)
- THEA 59 Acting for the Camera II/Voice/Over



## 6.3 Associate Degree GE

Area 2: Mathematical Concepts and Quantitative Reasoning - Effective Term: **Fall 2025**

- WLDT 75 Measurements and Calculations



## Course Outline for Welding Technology 75 Measurements and Calculations

**Effective:** Fall 2024

### Catalog Description:

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#### **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.

4 Units Lecture

Course Grading: Optional

<b>Lecture Hours</b>	72
<b>Inside of Class Hours</b>	72
<b>Outside of Class Hours</b>	144

### Discipline:

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Welding

### Number of Times Course May Be Taken for Credit:

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## Course Objectives:

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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:

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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:**

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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

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### 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

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### 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):

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### 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

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### Other Materials Required of Students:

1. Scientific Calculator with Trig Functions (Non-Cell Phone Based).



## 6.4 Policies

Effective Term: **Fall 2025**

- 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).

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**Adopted:** October 7, 2024, Revised March XX, 2025

## 6.5 AP HL Exam Credit

Effective Term: **Fall 2025**

- AP Environmental Science – EVST 5 + EVST 5L