



SECTION 1 - BASIS

COURSE TYPE: N Noncredit

SUBMITTED BY:

DISTANCE EDUCATION CERTIFICATION

EFFECTIVE TERM: Summer 2020

Does the course content overlap or duplicate any other course content?

DUPLICATION / OVERLAP

Note: Consultation with the faculty, department(s) and dean(s) where the overlap occurs is required and documentation of the consultation should be attached to course proposal prior to the proposal being submitted to the Curriculum Office (Stage 5).

Be advised that consulting with other departments and working with their department meeting schedules may take several weeks.

A. Specifically, what unique topics are taught in the proposed course?

B. What percentage of each course contains the same topics?

C. Are these topics taught in different ways/to different audiences at different skill levels?

D. Explain why the proposed course requires the overlapping content.

E. What is stated in course descriptions to ensure that students know which course is appropriate for them, given the overlapping content?

SECTION 2 - Course Identification

COURSE ID: BS COURSE NUMBER: EPCS

COURSE TITLE (FULL): English Preparation for College Success

COURSE TITLE (SHORT): English Prep for College

COURSE DIVISION: Continuing Education Division

COURSE DEPARTMENT: Adult Basic Education

COURSE SUBJECT:

DISCIPLINE:

Course Identification Numbering System (C-ID):

C-ID Full Title (<https://c-id.net>)

TOP CODE : 493062 High School Diploma Program/GED



CIP CODE:

SECTION 3 - Course Attributes

COURSE CREDIT STATUS:

BASIC SKILLS: Basic Skills Course

PRE-COLLEGIATE LEVEL: Y - Not Applicable

SAM PRIORITY CODE: E - Non-Occupational

FUNDING AGENCY CATEGORY: Not Applicable

COURSE VARIATION:

CROSS LISTING STATUS:

Does this course share an outline with any other course or courses?

COURSE PROGRAM STATUS: 1 - Program Applicable

REPEATABILITY: Noncredit Repeatable

NONCREDIT COURSE TYPE: C - Basic Skills

NONCREDIT ENHANCING FUNDING: True

STATE TRANSFER CODE :

STATE CLASSIFICATION CODE : K Other - NCR Enh Funding

NONCREDIT SPECIAL CHARACTERISTICS CODE : Non applicable

Sports/Physical Education Course : No

GRADING METHOD : N Noncredit



CREDIT BY EXAM: Not Allowed

WORK EXPERIENCE:

PREREQUISITES, CO-REQUISITES OR ADVISORY FOR ENROLLMENT (ENTRY STANDARDS)

- None
- Adding prerequisites, corequisites or advisories
- Maintaining prerequisites, corequisites or advisories
- Removing prerequisites, corequisites or advisories

Non Standard Requisite

Section 4 - Course Workload Values

Faculty Contact Hours	Lecture	Lab	Act/Clin	Total
Minimum Contact Hours	4	0	0	4
Maximum Contact Hours	75	0	0	75
Minimum Out of Class Hours	8	0	0	8
Maximum Out of Class Hours	150	0	0	150
Minimum TBA Hours	0	0	0	0
Maximum TBA Hours	0	0	0	0
Scheduled Hours	0	0	0	0
Minimum Units	0	0	0	0
Maximum Units	0	0	0	0

Work Experience Hours	Paid	Unpaid
Minimum Hours	0	0
Maximum Hours	0	0
Minimum Units	0	0
Maximum Units	0	0

Lab/Lecture Parity : No

- Yes, Parity Approved
- Not Requesting Parity
- Applying for Parity

METHODS OF INSTRUCTION



- Lecture
- Laboratory
- Lecture and Laboratory
- Distance Learning
- Open Entry/Exit
- Independent Studies
- Work Experience
- Other TBA

Class Size : 0

Course General Education Status :

Course Support Course Status :

Section 5 - Course Certifications



CSU GENERAL EDUCATION AREA

INTERSEGMENTAL GENERAL EDUCATION TRANSFER (IGETC) AREA

ASSOCIATE DEGREE GRADUATION REQUIREMENTS

Section 6 - Course Certifications

CATALOG DESCRIPTION

Develops expository and argumentative essay and research paper formatting. Emphasizes critical reading of academic material for college coursework.

SCHEDULE DESCRIPTION

Develops expository and argumentative essay and research paper formatting for college coursework.

COURSE OUTLINE WITH INFORMATION

LECTURE TOPICAL OUTLINE

Close reading and critical analysis of texts

Strategies for revision

Thesis development

Expository writing

Argumentative writing



LAB TOPICAL OUTLINE

MEASURABLE OBJECTIVES

1. Use appropriate types of supporting details including properly formatted direct quotations, paraphrase, and summary for textual support.
2. Revise writing in response to feedback.
3. Develop critical thinking skills in the interpretation of texts in both discussion and writing.
4. Formulate effective thesis statements that focus the essay's argument and advance a clear assertion about the subject.
5. Develop arguments in response to prompts, using close reading and critical analyses of texts as well as relevant factual support.

METHODS OF EVALUATION

Category 1. Substantial written assignments for this course include:

Minimum 6 assignments, including outlines, metacognitive reflections, paragraphs, essays, and revision assignments. At least 1,500 total words.

If the course is degree applicable, substantial written assignments in this course are inappropriate because:

Category 2. Computational or non-computational problems solving demonstrations

Category 3. Skills Demonstrations

Correct formatting of essays and proper use of resources.

Category 4. Objective examinations

Fill-in-the blank and short-answer quizzes that ask students to identify and interact with parts of paragraphs and essays.

SAMPLE ASSIGNMENTS

(Assignments should be directly related to the objectives of the course. They should be specific enough to provide real guidance to faculty and clear expectations for students. Descriptions of the type or examples of assignments are required. For example, rather than "term paper" state "term paper comparing and contrasting the social aspects of hunting tactics of two mammal species." This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified. The nature of the assignments must clearly demand critical thinking. Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course. Appropriate out-of-class work is required for credit courses.)



1. Read and annotate creation myths from Ancient Greece, India, China, and Central America. Work in groups to identify common themes across the myths, and find textual evidence to support the claim that your identified theme (s) occur in the myths. Individually respond with a mini-essay to the following prompt, "Why do you think humans from all over the world have created origin stories? What are some common themes that you have seen across the myths we have read? Use textual evidence from at least two myths to support your claims of particular themes occurring in the myths. Use MLA format."
2. As a class, close-read the article "PRO/CON: Is Snowden a Hero or Traitor?" which features articles from Mark Weisbrot of the Center for Economic and Policy Research and James Jay Carafano, vice president at The Heritage Foundation. Consider the pro and con arguments from the article, then complete the pro/con graphic organizer hand out, identifying key evidence from the reading to support the pros and cons identified in your organizer. Finally, respond to the following prompt, "'Hero' and 'traitor' are subjective terms; one person's idea of a hero may be completely different than another's. Based on the background information and the articles we have reviewed in this class, is Edward Snowden a hero or a traitor? Do you think your opinion would be different if you were not living in the United States? Use evidence to support your arguments. Make sure your essay is written in MLA format."
3. Watch the PBS video resources "The Great War, Chapter 1" and "The Great War: why we made it" while taking notes in a circle map. Close read the article from The Atlantic "How the Great War Shaped the World" by Jay Winter. Consider the prompt, "Explain the long-term global effects of WWI. How might the world be different today had the war not happened? Use evidence from videos and class articles to support your ideas. Be sure to use MLA format." Before writing, complete a synthesis writing chart to organize your ideas and evidence. Once ideas are organized, respond to the prompt in an essay format.

TEXTBOOKS

Title	Publisher	Edition	Author	Date	Online Education Resource
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If substantial assignments then justification of older textbooks

Requisites			
& / Or	Type	Course Name	Is Being

Preconditions of Enrollment Justification Notes/Comments: