



**SECTION 1 - BASIS**

COURSE TYPE: N Noncredit

SUBMITTED BY:

DISTANCE EDUCATION CERTIFICATION

EFFECTIVE TERM: Summer 2019

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: RWCCR

COURSE TITLE (FULL): Reading and Writing for College and Career Readiness

COURSE TITLE (SHORT): College Career Read Write

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

**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 :** Pass/No Pass



**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**

<b>Faculty Contact Hours</b>	<b>Lecture</b>	<b>Lab</b>	<b>Act/Clin</b>	<b>Total</b>
Minimum Contact Hours	1	0	0	1
Maximum Contact Hours	80	0	0	80
Minimum Out of Class Hours	0	0	0	0
Maximum Out of Class Hours	0	0	0	0
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

<b>Work Experience Hours</b>	<b>Paid</b>	<b>Unpaid</b>
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

### Section 5 - Course Certifications

**CSU GENERAL EDUCATION AREA**

**INTERSEGMENTAL GENERAL EDUCATION TRANSFER (IGETC) AREA**

**ASSOCIATE DEGREE GRADUATION REQUIREMENTS**



## Section 6 - Course Certifications

### CATALOG DESCRIPTION

Contextualized reading and writing course to prepare students for successful transition to apprenticeships, college, and career. Skimming and scanning, annotation, reading for main idea, reading strategies, sentence structure, summarizing versus responding, paragraph structure, paragraph types, reading charts and graphs, and vocabulary.

### SCHEDULE DESCRIPTION

Contextualized reading and writing course to prepare students for successful transition to apprenticeships, college, and career.

### COURSE OUTLINE WITH INFORMATION

#### LECTURE TOPICAL OUTLINE

Skimming and scanning documents related to apprenticeship training, career fields, and college pathways

Reading and analyzing charts, diagrams, and graphs relevant to specific industries

Annotating a text related to specific work and college pathways

Reading for main idea and details related to specific work and college

Reading strategies for texts related to specific work and college

Review of sentence structure and construction

Analyzing to support an argument

Summarizing versus responding to articles related to specific career fields and college

Basic writing process (prewriting, outlining, drafting, revising and editing)

Paragraph structure (topic sentence, supporting details, concluding sentence)

Rhetorical modes (descriptive, cause and effect, comparison and contrast, and process)

Vocabulary in context relating to apprenticeship, work, and college

#### LAB TOPICAL OUTLINE

#### MEASURABLE OBJECTIVES

1. Skim a text to understand the general idea of an article, industry report, or technical manuals.
2. Read and analyze diagrams, charts, and graphs relating to specific industries or jobs.
3. Scan a text related to a specific career field to find specific information.
4. Annotate a text or technical report by underlining or commenting in the margins.
5. Identify the main ideas, details, and vocabulary in a text related to specific CTE areas or industry fields.
6. Analyze a given text to support an argument.
7. Apply reading strategies to a given text.
8. Summarize the important points in a text.
9. Respond to the key points mentioned in the reading.
10. Construct a paragraph by applying one of the rhetorical modes.

#### METHODS OF EVALUATION

Category 1. Substantial written assignments for this course include:



- 1-page summary or response about safety procedures
- 1- to 2-paragraph journal entry about the benefits of joining a trade
- Worksheet with Venn diagram analysis comparing and contrasting two types of business documents

**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**

**Category 4. Objective examinations**

Quizzes and multiple choice exams in writing

**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 the job advertisement for a certified nursing assistant. In a one-page summary, identify 5 essential job responsibilities that will ensure the safety of your consumer. Support your summary with a rationale for each of your choices.
2. Describe in 1- to 2-paragraphs the benefits of joining a trade. Enter this into your class journal.
3. Complete the Venn diagram worksheet by comparing and contrasting business letters and memos. Consider their purpose, function, and audience. Be prepared to share this with your class.

**TEXTBOOKS**

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

Requisites			
& / Or	Course Name	Type	Is Being

**Preconditions of Enrollment Justification Notes/Comments:**