Modesto Junior College

Course Outline of Record Report

10/06/2021

ELW921 : English for Child Development

General Information

Faculty Author:	• Ruth Luman
Attachments:	EL Class Capacity Rationale (1).docx Class Capacity Determination Fillable Form_Updated.pdf Download
Course Code (CB01) :	ELW921
Course Title (CB02) :	English for Child Development
Department:	English for Life and Work
Proposal Start Date:	MJC Summer 2022
TOP Code (CB03) :	(4931.00) Vocational ESL
CIP Code:	(32.0109) Second Language Learning
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	An intermediate to high-intermediate accelerated integrated skills course that teaches English to learners who aspire to work as early childhood educators in an English-speaking environment. The course provides instruction and practice in the language skills necessary to function effectively in environments where basic knowledge and language around child development is required. This is the second required class for the new noncredit Accelerated English Access to Early Childhood Education CDCP certificate.
Proposal Type:	New Course
	Childcare is a needed service in the immigrant and refugee community and lack thereof hinders many women from accessing the workforce and education. Early Childhood Education training, coursework, and certification provides a very accessible stepping stone for English learners to jobs and other careers in education. ECE is also often a more culturally accessible vocation for this student population. However, many learners at the early stages of language acquisition have trouble accessing the vocabulary-intensive courses in ECE. Lack of English language skills and cultural exposure to workplace environments hinder many students from employment and further education and training. Contextualized, intensive, and vocation-specific English language courses in ECE can accelerate, support, and streamline students' transition into ECE programs, the workforce, and micro-enterprising opportunities.
Faculty Author:	• Ruth Luman

Discipline(s)

Master Discipline Preferred:
- ESL: Non-Credit Instruction

Bachelors or Associates Discipline Preferred: No value

Course Coding

Basic Skill Status (CB08)

Course is a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- P/NP or SP

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability

99

Course Prior To College Level (CB21)

No value

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

Noncredit Course - Unlimited Repeats

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Accelerated Access in English to Early Childhood Education (In Development)	Certificate of Completion	MJC Summer 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Not transferable	Not transferable

Field Trips

Field trips are required.

- (•) Yes
- ( ) No
- ( ) Maybe

Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

No Value

CSU Catalog Year

No Value

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

No Value

CSU/UC Catalog Year

No Value

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

No Value

CSU/UC Catalog Year

No Value

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	0
Maximum Credit Units (CB06)	0
Total Course In-Class (Contact) Hours	108
Total Course Out-of-Class Hours	0
Total Student Learning Hours	108

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non Credit Category (CB22)

English as a Second Language (ESL).

Non-Credit Characteristic

Learning Assistance

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	6	0
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	0

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

Prerequisite

ELW904 - Intermediate English for Life and Work

or qualification by the MJC placement process.

Requisite Skills

Requisite Skills	Description
Use vocabulary, expressions, and language	• ELW 904 - Use vocabulary, expressions, and language to engage in a variety of

to engage in a variety of conversational and social situations (current and past events, goals, plans, difficulties, routines, requests for information, advice, instructions, and comparisons) with some ease in use of vocabulary and language fluency.	conversational and social situations (current and past events, goals, plans, difficulties, routines, requests for information, advice, instructions, and comparisons) with some ease in use of vocabulary and language fluency.
Use vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence.	• ELW 904 - Use vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, and school correspondence.
Use vocabulary and expressions related to phone service, utility bills, purchases, directions and warnings for household products, product defects, comparative shopping, exchanges and rebates.	• ELW 904 - Use vocabulary and expressions related to phone service, utility bills, purchases, directions and warnings for household products, product defects, comparative shopping, exchanges and rebates.
Use vocabulary and expressions related to occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, common job interview questions, job announcements, and job descriptions.	• ELW 904 - Use vocabulary and expressions related to occupational or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, common job interview questions, job announcements, and job descriptions.
Use vocabulary and expressions related to driving, traffic reports, car maintenance, and traffic accidents.	• ELW 904 - Use vocabulary and expressions related to driving, traffic reports, car maintenance, and traffic accidents.
Read dialogs, formal documents, short stories, and articles of 400-500 words in length with a 1200-1500 word vocabulary level identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing of important information demonstrating comprehension of the text.	• ELW 904 - Read dialogs, formal documents, short stories, and articles of 400-500 words in length with a 1200-1500 word vocabulary level identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing of important information demonstrating comprehension of the text.
Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, formal correspondence (letters involving problem/solution, thanks, complaint/request) and one-two paragraph multi-draft compositions using narrative, comparative, and chronological cohesive elements, logical grouping of ideas, topic	• ELW 904 - Complete a variety of academic and context-specific written tasks: notes from texts and aural activities, formal correspondence (letters involving problem/solution, thanks, complaint/request) and one-two paragraph multi-draft compositions using narrative, comparative, and chronological cohesive elements, logical grouping of ideas, topic sentences, and pre-writing techniques and organizers.

sentences, and pre-writing techniques and organizers.	
Demonstrate accurate use of grammatical structures studied at the intermediate level and apply to individual error analysis activities and editing of student writing: introduction to article usage, past continuous, and adjective + be + infinitive pattern; review and expansion of simple present, nouns and quantifiers, future forms, simple past tense and used to, and phrasal verbs; introduction and focus on present perfect, noun clauses, comparatives and equatives.	• ELW 904 - Demonstrate accurate use of grammatical structures studied at the intermediate level and apply to individual error analysis activities and editing of student writing: introduction to article usage, past continuous, and adjective + be + infinitive pattern; review and expansion of simple present, nouns and quantifiers, future forms, simple past tense and used to, and phrasal verbs; introduction and focus on present perfect, noun clauses, comparatives and equatives.

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. presentation of material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard 2. instructor-facilitated choral, small group, and pair practice with dialogues, discussion, and other speaking activities including brief oral presentations 3. instructor-directed role-playing, dramatizing, interviewing, and other language improvisation and structured language invention exercises 4. modeling of and feedback on dictation, writing exercises, and multi-draft composition assignments incorporating error pattern analysis and editing 5. modeling of reading with comprehension and response exercises 6. guest presentations that are adapted for language learners 7. computer-assisted language learning activities 8. field trips to workplaces, other locations on campus, and locations of occupational training

Assignments (Typical)

Evidence of Workload for Course Units (Quantity)

1. Completion of daily individual, pair, and small group speaking and listening practice and discussion of content topics to develop oral/aural fluency and pronunciation
2. Completion of daily reading exercises including dialogues, reports, forms, charts and formal correspondence, instructions, short stories, and articles of 600-800 words
3. Completion of and participation in reading skills activities including basic summarizing of important information demonstrating comprehension of the text, deducting meaning from context, identifying main idea, making inferences, and understanding facts and opinions
4. Completion of daily and weekly writing exercises and assignments using increased accuracy in grammar, spelling, and punctuation in dictations, sentence building and completion, guided writing assignments utilizing graphic organizers and other pre-writing strategies to plan writing with error correction based on regular instructor feedback
5. Completion of three graded oral activities/presentations
6. Completion of and participation in daily/weekly comprehension and practice activities from student book and online activities completed as homework for further interaction in class
7. Completion of four multi-draft 2-4-paragraph compositions for academic and formal communication with parents and supervisors in a childcare setting utilizing narrative and chronological devices, logical grouping of ideas, major points, effective support of ideas, cohesive devices, level-appropriate vocabulary, and correct formatting
8. Completion of daily/weekly comprehension and practice activities from student book and online activities completed as homework for further interaction in class
9. Completion of multiple times per week quizzes and weekly/bi-weekly tests

Evidence of Critical Thinking (Quality)

1. Read a children's book about a sensitive topic, such as divorce or the death of a pet. Analyze the story for the message. Plan out the questions you would ask to help children understand the message as you read the book aloud.
2. Students write a reflection on their observation of a child, for example: After you complete your running record, reflect on your observations. Write a 4-5 paragraph reflection: describe the child's interests and preferences. Provide examples of the child's development from this observation. Describe what you learned about the child's abilities and skills in various domains. Use vocabulary and phrases that we've learned in class.
3. Observe children for 20 minutes in a group setting. Record observations of pro-social and anti-social behavior. Write a reflection using specific examples from your observations. Describe how adults helped children deal with conflict.

Methods of Evaluation (Typical)	Rationale
FORMATIVE EVALUATION	1. regular teacher observation of class activities 2. quizzes and examinations including but not limited to vocabulary items, student-generated written passages, listening and reading comprehension, error analysis, editing exercises, dictation, sentence transformation, and cloze passages 3. computer-related tasks 4. written homework assignments 5. student book and workbook assignments 6. feedback on performance in oral tasks in areas including but not limited to fluency, physical delivery, content, and organization
SUMMATIVE EVALUATION	1. pre-and post-testing of specified competencies 2. comprehensive final exam 3. Note: Although no grade or course credit is granted, the administering of some formal quizzes serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.

Equipment

1. computer projection system
2. computers available to students
3. whiteboards

Textbooks

Author	Title	Publisher	Date	ISBN
Marianne Brems Julaine Rosner Marsha Chan	English for Child Development	Sunburst Media	2017	978-1-932318-37-1

Other Instructional Materials

No Value

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

- [ ] Yes
- [ ] No
- [ ] Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Materials Fees v2

Is there a materials fee for this course?

No

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

No Value

Explain how these materials are related to the Student Learning Objectives for the course.

No Value

Explain how the materials have continuing value outside the classroom.

No Value

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

No Value

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Use vocabulary, expressions, and language to engage orally and aurally in a variety of child development professional and social situations (giving and taking of dictation, hedging of non-factual information, conflict resolution, extensive descriptions, predictions, possibilities, and guesses, reporting of others' speech, children's books and songs, conversations, brief reports and presentations, directions) with some ease in pronunciation, language fluency, and use of vocabulary.

Use vocabulary and expressions related to general communication in child development settings between co-workers, children, and parents: everyday activities, descriptions of children, songs, children's books, games, childcare facilities, items, documentation, and supplies.

Use vocabulary and expressions related to child development domains: socio-emotional, cognitive, motor, and language and literacy.

Read dialogs, formal documents, short stories, and articles of 600-800 words in length related to childcare and parenting settings with a 1,600-2,400-word vocabulary level identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing of important information demonstrating comprehension and critical analysis of the text.

Complete a variety of academic and context-specific written tasks related to child development: observation report, running record of a child's activities, descriptions of children, anecdotal record form, reflective writing, and notes of two-four-paragraphs with multi-draft practice using narrative, comparative, descriptive, and chronological cohesive elements, logical grouping of ideas, topic sentences, parallel structure, and pre-writing techniques and organizers.

Demonstrate accurate use of grammatical structures studied at the intermediate- high-intermediate level and apply to individual error analysis activities and editing of student writing: past, present, and present perfect simple and progressive tenses, future forms, sentence connectors, articles, passive voice, nouns, comparative and superlative adjective forms, direct and indirect speech, vocabulary usage, and gerund and infinitive verb forms.

CSLOs

Demonstrate accurate use of English syntax, a variety of verb tenses and grammatical structures, and vocabulary at the intermediate-high-intermediate level in in the context of academic and professional child development situations to communicate effectively in writing and orally.
Expected SLO Performance: 0.0

Read, interpret, and respond to reading passages in a variety of documents about child development demonstrating competence in the English language at the high- intermediate level.
Expected SLO Performance: 0.0

Compose two-four-paragraph compositions and a variety of other written communication used in child development settings using appropriate formatting, clear topics, effective support of ideas, cohesive devices, level-appropriate vocabulary, and accurate use of grammar at a high-intermediate level.
Expected SLO Performance: 0.0

Content

Course Content

1. Childcare Development Vocabulary: Coursework is organized around practical childcare situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these units.
    a. Information about Children and Childcare Environments
        i. vocabulary, expressions, and understanding of language related to:
            a. physical descriptions of children at various stages/ages,
            b. observation reports and records of children and childcare facility intake forms,
            c. children's activities in a childcare facility
            d. ratings, descriptions, and evaluations of childcare environments
            e. factors in child development: heredity, environment, pre-natal, etc.
2. Documentation of Development
    i. vocabulary, expressions, and understanding of language related to:
        a. young children's actions and activities at various stages and ages
        b. documentation of children's activities running records and anecdotal records forms
        c. children's clothing, physical appearance, origin, identity, ethnicity, and language,
        d. motor and manipulative skills of children
3. Domains of Child Development
    i. vocabulary, expressions, and understanding of language related to:
        a. socio-emotional development including pro-social and anti-social behavior, behavior modification, and conflict resolution
        b. motor development including activities, manipulative and motor development
        c. cognitive development including causation, classification, predictions, and connection of current to previous experiences
        d. language and literacy development including children's books, taking a child's dictation, using a speech and language checklist, dual-language development,
4. Language Competencies: Skill development may be promoted largely within the context of practical child development content.
    1. Reading
        i. 300-800 words in length with a 1,600-2,400-word vocabulary level
            a. observation reports
            b. children's books
            c. songs for children
            d. dialogues
            e. notes
            f. formal documents
            g. short stories
            h. directions
            i. charts
            j. applications
            k. articles
            l. policies and plans
    2. Reading Skills
        a. review of identification of main idea
        b. review of making inferences
        c. review of understanding of facts and opinion
        d. review of understanding of meaning from context
        e. review of basic summary of important information for comprehension of text
        f. analysis of observation report elements
        g. making predictions based on anecdotal reports
        h. distinguishing observations from assumptions in a report
        i. connecting observations to reflections in a report
5. Writing
    i. writing of familiar sentences accurately from dictation using correct punctuation and capitalization
    ii. composition of notes from text and aural activities
    iii. formal reports, forms, and records
        1. enrollment intake form
        2. observation report
        3. running record of a child's activities
        4. descriptions of children
        5. anecdotal record form
        6. reflective writing
        7. notes
    iv. three-four-paragraph compositions paragraphs incorporating
        1. narrative, cause-effect, compare-contrast, and chronological cohesive elements
        2. logical grouping of ideas
        3. use of advance organizers for writing
        4. topic sentences
        5. parallel structure

        6. editing common patterns of error
6. Oral/Aural Skills
    i. development of spoken skills in and comprehension of
        1. giving and taking of dictation
        2. hedging of non-factual information
        3. conflict resolution
        4. extensive descriptions
        5. predictions, possibilities, and guesses
        6. reporting of others' speech
        7. children's books and songs
        8. conversations
        9. brief reports and presentations
        10. directions
    ii. pronunciation
        1. pronunciation of singular vs. plural nouns
        2. identification of word stress and syllables
        3. word linking
        4. pronunciation of ordinal numbers
        5. intonation in statements and questions
        6. pronunciation of verb endings
7. Language Structures and Vocabulary Skills: explicit and comprehensive instruction to be taught in the context of childcare situations resulting in student-generated usage of
    i. review of simple and present progressive tenses
        1. past and present
        2. questions, statements, and negatives
    ii. gerunds and infinitives as subjects and objects
    iii. verb tenses and forms
        1. future forms for plans, predictions,
        2. present perfect and present perfect progressive
        3. passive voice
    iv. review of nouns, count/non-count and singular/plural
    v. articles, a, an, the
    vi. use of prepositional and adverbial phrases to describe location and actions
    vii. direct and indirect speech
    viii. adjectives
        1. review of comparatives
        2. superlatives
        3. sequence of adjectives in a description
    ix. conditionals, present and future real conditionals
    x. vocabulary
        1. word forms
        2. collocations
        3. count and non-count forms
        4. word parts: suffixes
        5. connotation: neutral, negative, positive, subjective, objective

Note: Additional writing instruction and supplemental activities may be necessary for sufficient acquisition of writing skills. Additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.

Recommended Course Content

Recommended Course Content

None

Recommended Lab Content

None

Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Hybrid

Methods of Instruction:

- Asynchronous Discussion
- Synchronous Discussion
- Viewing and Listening to Videos
- Listening to Audio Materials
- Online Activities
- Facilitated Discussions
- Written Assignments
- Community Activities
- Reading Course Materials
- Quizzes, Exams, and Surveys
- Multimedia Presentations
- Collaborative Peer/Group Activities
- On-campus Orientation Sessions (hybrid only)
- Group Meetings/Review Sessions (hybrid only)
- Guest Speakers
- Interactive Activities

If Other is selected for Methods of Instruction, please describe:

No Value

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

Students will have some percentage of face to face contact with the instructor during which they will interact with the instructor and classmates in an English speaking environment. Students will be able to ask for clarification regarding reading, essay, vocabulary, and editing assignments/tasks studied online. They will also focus on discussion of course concepts in a variety of activities, allowing for negotiation of meaning and communicative practice. This will allow for immediate feedback from both the instructor and their peers. Online, students will study and review concepts related to the improvement of their reading, writing, editing, and vocabulary skills, view presentations which include audio (a voice-over from the instructor), post and reply to discussion boards, participate in audio and/or video activities in individual, small group, and/or whole class activities, and submit written compositions for grading and feedback.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/)

Heading styles are consistently used to aid navigation through the course when using assistive technology. Heading levels (Heading 1, Heading 2, etc.) are used in correct order. Fonts, colors, and formats (bold, italics, etc.) are not used in lieu of heading styles. Lists are created using the bullet or numbered list tool instead of being formatted manually so that lists are recognized when using a screen reader. Links are identified with meaningful and unique text in place of displaying the URL. Column and/or row header cells are designated so that screen readers can read table cells in the correct order. A table caption is included for more complex tables. There is sufficient color contrast between the foreground text and background to avoid difficulties for students with low vision. Color is not used

as the only means of conveying information, adding emphasis, indicating action, or otherwise distinguishing a visual element. All images have appropriate alternative text, either explaining instructional value or indicating the image is decorative. Alternative text does not contain "image of," "picture of" or file extension (e.g., ".jpg"). Reading order is correctly set so that content is presented in the proper sequence when using screen readers and other assistive technologies. Slides are created using built-in accessible slide layouts with each slide having a unique title. All text is visible in Outline View to be sure that it can be read by assistive technology. Files and content pages pass any built-in accessibility check available in the software. Spreadsheets include labels for the rows and columns, detailed labels for charts, and are accompanied by textual descriptions that draw attention to key cells, trends, and totals. All video must have accurate captions. If a video has no audio or instructionally relevant soundtrack, a note explaining that should accompany the video. Audio files must be accompanied by complete and accurate transcripts. Blinking or flashing content, including gifs, should only be used if instructionally needed and not merely for decoration or emphasis. Flashing content must not flash more than three times in any one second period or exceed the general and red flash thresholds. Live broadcast and synchronous video conferences must include a means for displaying synchronized captions if requested. Audio and video content should not be set to auto-play. If any audio on a web page does auto-play for more than three seconds, a mechanism must be available to pause, stop, and control the volume.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Q & A Discussion Boards
- Group Projects
- Peer Review
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Social Media

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Conferences
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- Discussion Boards
- The Online Course Syllabus
- Email
- Social Media
- Video Conferencing Technology (e.g. Zoom, MS Teams, etc...)

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

No Value

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

- In a hybrid course, interactive and oral practice of the concepts, pair, small group, and whole class work focusing on using the course content in communicative ways should be reserved for face-to-face or synchronous class sessions.
- Direct instruction, assessment, explanation of concepts, and/or lecture can be conducted online. These activities may include: 1) completing exercises for study and review of essay structure, analyzing model writing, analyzing readings, practicing reading

skills, using new vocabulary, and editing errors in compositions in textbook and online workbook 2) viewing and studying grammar presentations set to a slide show presentation and screencasted; viewing videos related to reading skills, composition elements, editing, and vocabulary-specific content 3) posting and participating in discussion board responses 4) writing and uploading compositions 5) reading authentic articles from various websites 6) using software to self-editing and online tutoring services to receive feedback on writing 7) taking practice quizzes.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

Yes, I have uploaded file(s).

If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover Info tab?

Yes, I have uploaded the class capacity form that includes all required approvals.

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Not requesting transferability

Add any additional comments you want reviewers to read.

No Value