GENERAL EDUCATION IMPACT FOLLOW-UP STUDY

A TEN YEAR REVIEW
AY03-04 through AY12-13

SEPTEMBER 2013
Volume 2

GUAM COMMUNITY COLLEGE

Mission Statement
The mission of Guam Community College is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia.
(Board of Trustees Policy 100)

Vision
GCC will continue to pioneer labor force development within the Western Pacific, best understanding and meeting the educational, career and technical training needs of the economy. It will be Guam's premier career and technical institution and finest secondary and post secondary basic educational institution serving the island's adult community. Its excellence will continue to be recognized because of its service to employers, employees and the community at large.

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GENERAL EDUCATION IMPACT
FOLLOW-UP STUDY
September 2013

I. Introduction and Purpose

The College's postsecondary policy on General Education states that "**All Undeclared or newly Declared Students** enrolled in regularly scheduled postsecondary courses must be enrolled in or have completed their EN100R – Fundamentals of English/Reading, EN100W – Fundamentals of English/Writing (or higher) general education requirement by the time they have enrolled in 12 credits of classes, and must enroll in or have completed their MA108 – Introduction to College Algebra (or higher) general education requirement by the time they have enrolled in 15 credits. This means that students may take only nine (9) credits before they must begin meeting their general education requirements."

The first General Education Impact study was conducted in June 2008. As part of the study, student enrollment, grade distribution and completion rates over a five-year period (AY03-04 to AY07-08) and repeater patterns over a four-year period (AY03-04 to AY06-07) in developmental English and math courses was examined in order to gauge the effect of the College's General Education policy implemented in Fall 2003.

One of the recommendations made in the first General Education Impact report was that, "the English and math departments review the curriculum documents for each of their developmental courses and make appropriate modifications to ensure *student access* and *student success*". Both the math and English Departments have revised the curriculum documents for their developmental courses.

The intent of the current study is to examine student trends in developmental English and math courses. Student enrollment, grade distribution, completion rates, and repeater patterns will be reviewed to assess student performance in developmental courses.

II. Methodology

This study looks at enrollment in the following five developmental English and math courses: (a) **Fundamentals of English – Basic (EN100B)**, (b) **Fundamentals of English – Reading (EN100R)**, (c) **Fundamentals of English – Writing (EN100W)**, (d) **Fundamentals of Mathematics (MA085)**[1], and (e) **Pre-College Mathematics (MA095)**[2]**.**

Data for College Algebra (MA108[3]) was not included in the previous or current study because it is the minimum math-level course required for over sixty-five percent of certificate programs. Of the sixteen certificate programs currently offered by the College, three programs (18.75%) have a minimum general education requirement of Pre-College Mathematics (MA095). Eleven certificate

[1] Formerly MA100
[2] Formerly MA105
[3] Formerly MA110

programs (68.75%) have a minimum general education requirement of Introduction to College Algebra (MA108).

The Guam Community College 2012-2013 Catalog states that EN100B "is designed to meet the needs of those students scoring between 15-37 on the reading section of the placement test who need developmental work in basic English skill (main emphasis is on reading) prior to entry into Fundamentals of English/Reading (EN100R)". Fundamentals of English – Reading (EN100R) is described in the catalog as being "designed to meet the needs of those students requiring additional reading skill development". According to the catalog, students scoring 38-67 on the COMPASS placement test are required to enroll in this course. If a student scores between 38-47, the student is required to enroll in this course only. If the student scores between 48-67 on the COMPASS placement test, the student may choose to enroll in both this course (EN100R) and EN100W."

As for math, the 2012-2013 College Catalog mentions that MA085 (Fundamentals of Mathematics) is "designed to provide students with basic mathematical skills needed in their career and technical fields." MA095 is a pre-college mathematics course. It is a continuation of MA085 and is intended to provide students with basic mathematical skills.

Appendix A contains course guides for EN100B, EN100R, EN100W, MA085, and MA095. These course guides are updates to the course guides that were included in the June 2008 General Education Impact Study report.

The College's Office of Assessment, Institutional Effectiveness, and Research (AIER) provided data for this study. Student testing information and department records from the Assessment & Counseling Department were also reviewed for use in this study.

III. Results and Discussion

A student's score on a standardized placement test determine placement into developmental courses. Prior to AY2000-2001, the Test for Adult Basic Education (TABE) was used for student placement into the English courses. For placement into mathematics courses, Kapiolani Community College's (KCC) institutional-developed test was used. From AY2000-2001 through fall 2005, ACT's ASSET (pen and paper format) was the instrument utilized to determine student placement and enrollment into EN100B, EN100R, EN100W, MA085, and MA095. Beginning spring 2006, the use of ASSET was discontinued and the computerized version, COMPASS, became the institutional placement testing instrument. With the change from ASSET to COMPASS, the scoring system for enrollment into EN100B, EN100R, and EN100W was also changed.

The transition from TABE to ASSET to COMPASS was primarily the result of the College's desire to maintain alignment with the University of Hawaii community college system's and other U.S. institutions' placement transition. Challenges encountered with both TABE and ASSET includes limited test sessions and the hiring of scorers. The College's transition to COMPASS (computerized testing) addressed these challenges and allowed for more frequent and on-demand testing.

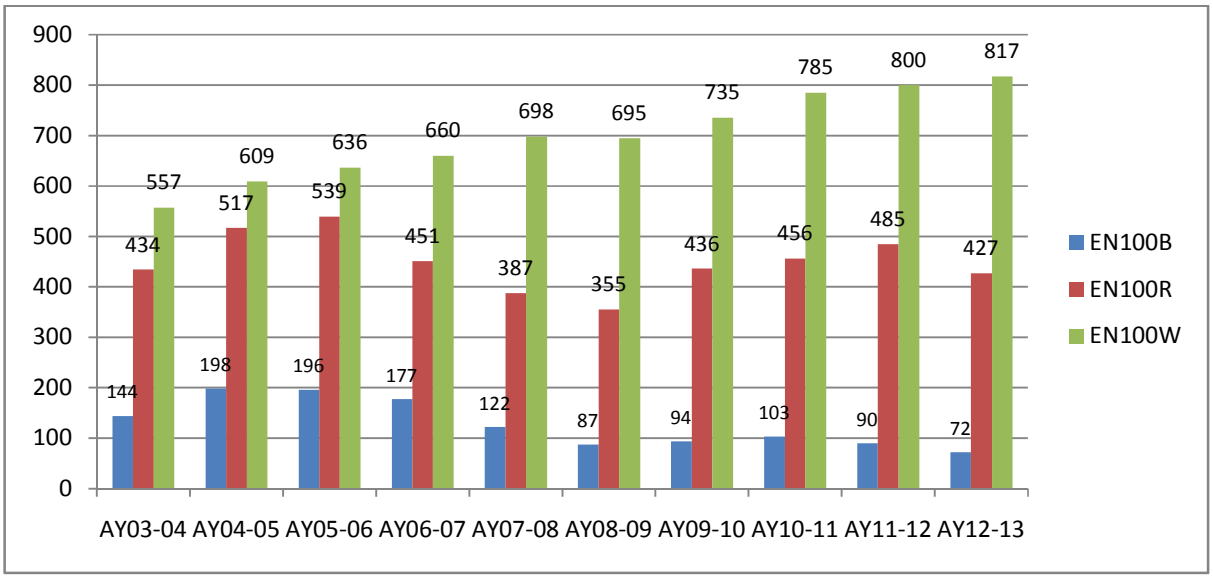
Enrollment Trends[4]*:*

When looking at enrollment trends in developmental courses, it is important to consider it in relation to enrollment trends at the College. GCCs student enrollment for the past several years has been increasing. The AY2011-2012 Fact Book reveals that enrollment has increased every year from fall 2006 to fall 2011. In fall 2006, unduplicated fall enrollment was 1,770. Enrollment increased by 2.26% from 1,770 in fall 2006 to 1,810 in fall 2007. It then increased by 1.38% from 1,810 in fall 2007 to 1,835 in fall 2008 and 20.98% from 1,835 in fall 2008 to 2,220 in fall 2009. It increased again by 14.50% from 2,220 in fall 2009 to 2,542 in fall 2010 and .55% from 2,542 in fall 2010 to 2,556 in fall 2011.

Developmental English:

As seen in Figure 1 below, of the three developmental English courses, EN100W had the highest enrollment for the past ten academic years, followed by EN100R and EN100B. The average enrollment for EN100W over the ten-year period was 699. The average enrollment in EN100R was 449 and the average enrollment for EN100B was 128.

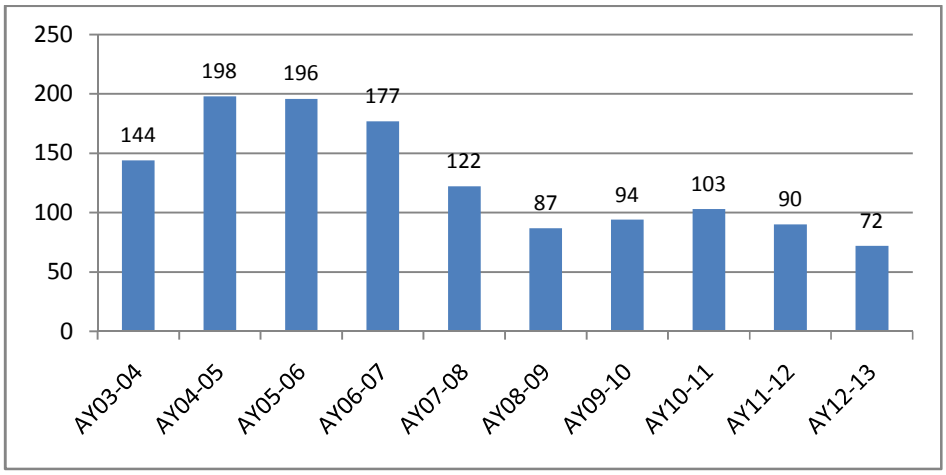
Figure 1. Ten-Year Enrollment in EN100B, EN100R, and EN100W



[4] The following charts and tables contain data on newly placed students into developmental classes and continuing students in developmental classes. Additionally, there are some differences in the student data reported in the first General Education Impact Study due to a change in the College's student database. Data prior to AY07-08 was extracted from NIAS-National Institute for Administrative Systems (student data management program used by the College prior to June 2007). Student data reported after AY07-08 was extracted from Banner (the College's enterprise information system, which includes applications for student, financial aid, finance, human resources and alumni). NIAS was not an integrated system. Data extracted from NIAS was, therefore, not as comprehensive as the data extracted from Banner.

The following three graphs illustrate the summary data reported in Figure 1 by individual courses.

Figure 2. Ten-Year Enrollment in EN100B (AY03-04 to AY12-13)



As shown in Figure 2, enrollment in EN100B increased by 37.5% from AY03-04 (144) to AY04-05 (198). Enrollment slightly decreased by 1.0% from AY04-05 (198) to AY05-06 (196) and by 9.7% from AY05-06 (196) to AY06-07 (177). A 31.1% decrease in enrollment occurred between AY06-07 (177) and AY07-08 (122) followed by a 28.7% decrease from AY07-08 (122) to AY08-09 (87)[5]. Enrollment then increased by 8.0% from AY08-09 (87) to AY09-10 (94) and by 9.6% from AY09-10 (94) to AY10-11 (103). It decreased by 12.6% from AY10-11 (103) to AY11-12 (90) and by 20.0% from AY11-12 (90) to AY12-13 (72).

The EN100B course guide that was approved in fall 1997 indicates that a "score below a 6.0 reading level on the Test of Adult Basic Education (TABE) and a 1 holistic composition score are placed in EN100B." A transition in placement test instrument occurred in AY2000-2001. During this academic year, both TABE and ASSET was used with the final transition to ASSET beginning fall 2001. In spring 2006, the test instrument was changed from the pen and paper version (ASSET) to the computerized version (COMPASS). Both changes in the placement test instrument were not documented in the course guide.

The COMPASS Reading raw score range for enrollment into EN100B was 0-37 for students enrolling in the spring 2006 through fall 2011 semesters. During the spring 2012 enrollment, the raw score range was changed through the institution's curriculum approval process. The approved change resulted in the bottom cut-off score being increased from zero to 15. This curricular change places students receiving a Reading raw score from 15-37 into EN100B. This curricular change did not identify the English course-level placement of students receiving a Reading raw score from 0-14.

[5] Prior to the EN100B course guide revision in fall 1997, EN100 (Fundamentals of English) was a series of courses designed and offered to improve the English language skills of persons with a high school diploma before entry into a regular postsecondary program of English study.

Figure 3. Ten-Year Enrollment in EN100R (AY03-04 to AY12-13)

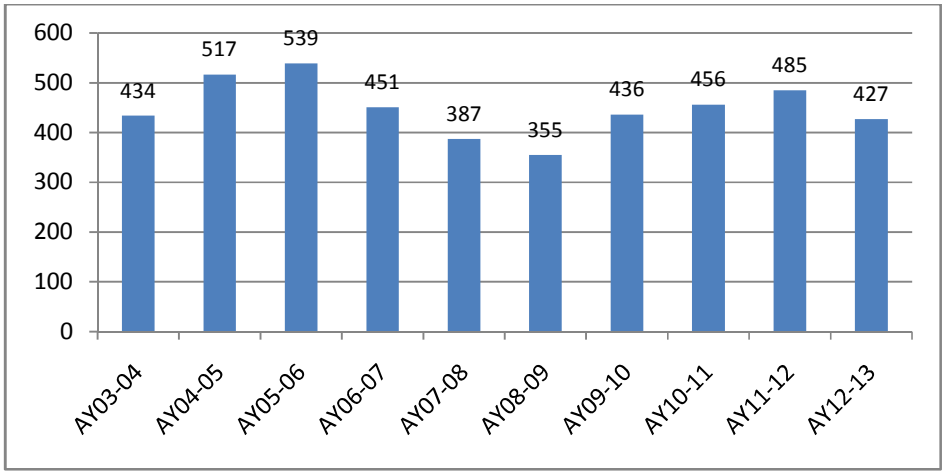
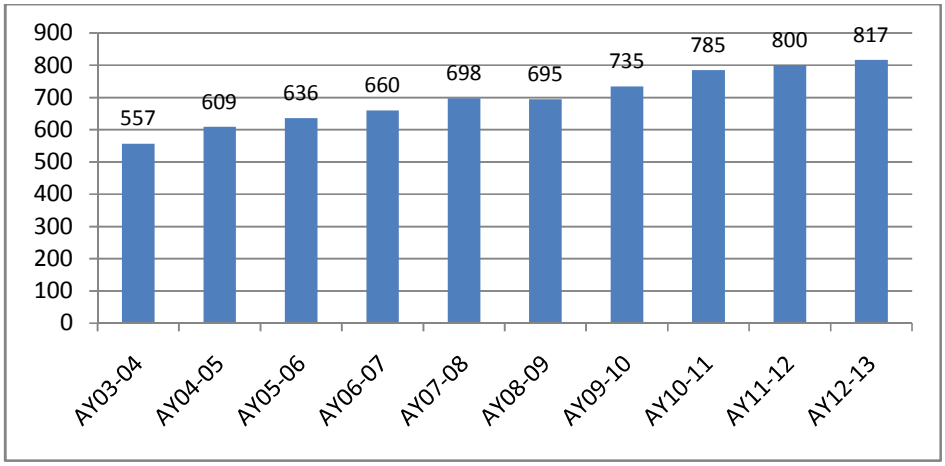


Figure 3 above shows that enrollment in EN100R was the highest in AY05-06 (539) and the lowest in AY08-09 (355). Between AY05-06 and AY08-09, there was a continuous decrease in enrollment in EN100R. Enrollment decreased by 16.3% from AY05-06 (539) to AY06-07 (451). It decreased again by 14.2% from AY06-07 (451) to AY07-08 (387) and by 8.3% from AY07-08 (387) to AY08-09 (355). Enrollment then increased for the next three years, followed by a 12.0% decrease in enrollment from AY11-12 (485) to AY12-13 (427).

The EN100R course revision that was approved in fall 1994 describes EN100R as "a course designed to meet the needs of those students scoring below 10.3 reading level on the placement test [TABE] who need developmental work in reading, vocabulary and comprehension skills prior to entry into EN110-Freshman English". The substantive course revision approved in spring 2006 indicates that the target population for the course are individuals "scoring between 38-67 on the COMPASS placement test [this reflects both the change in placement test instrument from ASSET to COMPASS and the resulting change in the scoring used for EN100R placement] or returning students with reading levels between 6.0 and 10.5 as determined by standardized reading test". The revised course guide also states, "To ensure appropriate placement, during the first class session of the semester, instructor will be required to administer the pre-reading test to determine student's appropriate placement into EN100R. If student scores below or significantly above the required placement score, student will be referred to ELI for enrollment into appropriate English class." The latest substantive course revision for EN100R was approved in fall 2010. The updated course guide indicates "Students scoring 38-67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English department that student first completes the reading requirement." Despite the course guide updates, the change in placement test instrument during AY2000-2001 from TABE to ASSET was not included in the course guide.

Figure 4. Ten-Year Enrollment in EN100W (AY03-04 to AY12-13)



As mentioned earlier, the highest enrollment in developmental English classes occurred in EN100W. The average enrollment for the ten-year period reported in Figure 4 above was 699. Enrollment in EN100W increased continuously from AY03-04 to AY07-08. Enrollment then decreased by less than one percent from AY07-08 (698) to AY08-09 (695) and increased continuously for the next four years.

The EN100W course guide dated fall 1982 notes that the course is intended for students who test "below the 10.3 on the TABE (Mechanics and Expression) and do not write a passing composition" [topic developed by the English Department]. The fall 1989 course guide notes that the prerequisite for the course for new students is a "score between 5.1 and 10.3 on the Mechanics and Expression portion of the Placement Test (TABE) and earn a score of 2 or 1 on the composition". For returning students, the prerequisite is a "score below 70% on the SERT Grammar Test and earn a score of 2 or 1 on the composition [topic developed by the English Department]". The fall 1997 approved course guide mentions "Students with a composition score below PASS are placed in EN100W". The prerequisite to the course is a student "score of 4, 3, 2 or 1 on the composition sample and below 10.3 on Mechanics and Expression on the TABE or UOG placement test". A transition in placement test instrument occurred in AY2000-2001. During this academic year, both TABE and ASSET was used with the final transition to ASSET beginning fall 2001. In spring 2006, the test instrument was changed from the pen and paper version (ASSET) to the computerized version (COMPASS). Similar to EN100B and EN100R, changes in the placement test instrument were not documented in the course guide. According to the spring 2012 approved course guide, "students with a composition score below 4 from a prior EN100W course are required to retake EN100W until the required composition score of "Pass" is achieved. Students may enroll in both EN100R and EN100W if they earn a score of 62-67 on the reading component of the COMPASS placement test. Students are placed into EN100W if they received a grade of "P" in EN100R-Fund. of Reading/English, or are reading at the 9.0 or above grade level based on the Nelson-Denny reading test and currently enrolled in EN100R, or earn a score of 68-100 on the reading component, 0-100 on the writing component, and 0-5 on the essay component of the COMPASS placement test".

Developmental Math

Figure 5. Ten-Year Enrollment in MA085 and MA095

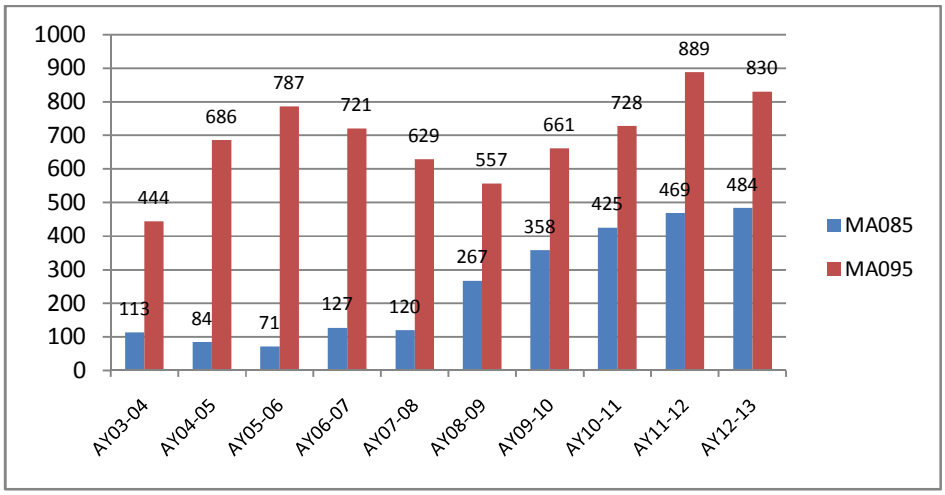
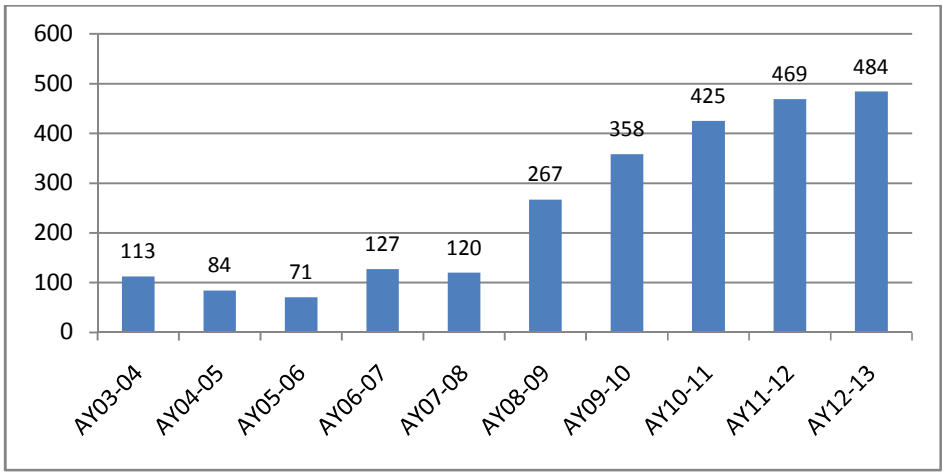


Figure 5 above shows that of the two developmental math classes, enrollment was much higher in MA095. The average enrollment in MA095 over the ten-year period was 693 and the average enrollment in MA085 for the ten-year period was 252.

Figure 6. Ten-Year Enrollment in MA085 (AY03-04 to AY12-13)



As shown in Figure 6 above, enrollment in MA085 was much lower in the first five (5) academic years than in the last five (5) years. There was a continuous increase in enrollment from AY08-09 to AY12-13. Enrollment more than doubled from AY07-08 (120) to AY08-09 (267) and continuously increased thereafter, with the greatest enrollment occurring in AY12-13 (484).

When the Fundamentals of Mathematics course was offered prior to AY03-04, the course number was MA100. The course number then changed to MA085 as reflected in the AY03-04 College catalog. The MA085 course guide that was approved in fall 2011 only indicates that a placement test is needed in order to be placed in the class. No specific score or instrument was identified in the course guide. A change in placement test instrument occurred in fall 2000-2001 (KCC's institution-developed test to ASSET) and spring 2006 (ASSET to COMPASS).

The COMPASS raw score range for enrollment into MA085 was COMPASS Pre-Algebra (CMPA) 21 and lesser for students enrolling in the spring 2006 through spring 2008 semesters. Later, for enrollment in the summer 2008 term, the raw score range was changed and increased to CMPA 46 and lesser at the request of the Mathematics Department Chairperson. This change affected those students taking the placement test beginning April 11, 2008. Later that same year (August 2008), the Department Chairperson submitted another request to change the raw score range for placement into MA085 to CMPA 32 and lesser, thereby affecting student enrollment beginning the Spring 2009 semester. This contributed to the increase in student placement into MA085.

Figure 7. Ten-Year Enrollment in MA095 (AY03-04 to AY12-13)

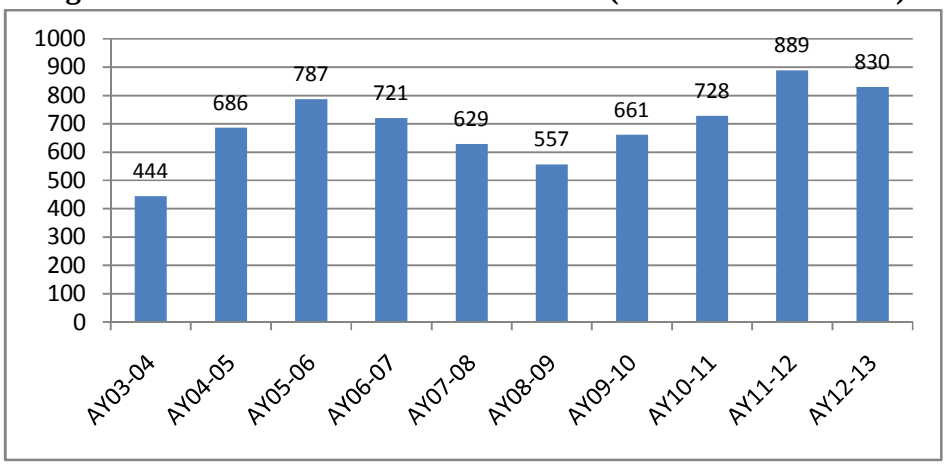


Figure 7 above reveals that MA095 experienced cycles of enrollment increases and decreases. From AY03-04 to AY05-06, there was a steady climb in enrollment. Enrollment then decreased from AY05-06 to AY08-09, increased again from AY08-09 to AY11-12 and decreased in AY12-13. Enrollment in MA095 was the highest in AY11-12 (889) and the lowest in AY03-04 (444).

When the Pre-College Mathematics course was offered prior to AY03-04, the course number was MA105. The course number then changed to MA095 as reflected in the AY03-04 College catalog. The MA095 course guide that was approved in spring 2006 indicates that a placement test or satisfactory completion of MA085 is needed in order to be placed in the class. No specific score or instrument was identified in the course guide. A change in placement test instrument occurred in fall 2000-2001 (KCC's institution-developed test to ASSET) and spring 2006 (ASSET to COMPASS).

The COMPASS raw score range for enrollment into MA095 was COMPASS Pre-Algebra (CMPA) 22-43 for students enrolling in the spring 2006 through spring 2008 semesters. In line with the requested change in raw score range for the MA085 placement, a change to the raw score range for placement into MA095 also occurred, thereby affecting students who took the placement test beginning the month of April 2008. This change increased the raw score scale range to CMPA 47-100. Later, when the Math Department Chairperson submitted another request to change the raw score range for placement into MA085; this change also affected the raw score range for placement into MA095. The adjusted change for student placement into MA095 beginning August 2008 decreased the bottom placement raw score to 33 but this raw score was still higher than the original bottom

placement raw score of 22. The MA095 raw score placement of CMPA 33-100 has been in effect since fall 2008, but did not affect student enrollment until spring 2009.

Anecdotal evidence indicates that the changes made to the COMPASS raw scores were based on department review of the 2007 and 2008 COMPASS raw score data[6]. The Department Chairperson also noted that the distribution of the COMPASS raw score placement of 32 and below represented at least 40% of those who took the test during this review time. Furthermore, information on completion rates was used to identify the proportion for the placement cut-off score adjustments.

Course Completion:

The following tables contain information on course completion rates for developmental English and math classes.

Developmental English

Students who are enrolled in developmental English courses (EN100B, EN100R, and EN100W) are awarded the following grades: "P", "Z", or "F". A "P" indicates that a student has passed a course; a "Z" indicates that a student is making progress in the course but has not reached the required scores to pass; and an "F" indicates that a student has failed the course, typically because of excessive absences. Students can also receive grade designations of "TF" and "RF". "TF" indicates that a student registered for the course but never attended and "RF" indicates that the student initially received an "F" for the course but repeated the course. Another grade designation that students can receive is "W", meaning that a student was registered for a course but withdrew during the scheduled withdrawal period. Over the ten-year period reported in Table 1 below, a majority of EN100B students were awarded a "Z" (63.1%) followed by a "P" (18.0%). Eleven percent (11.4%) of students did not earn credit for the course and 7.5% of students withdrew. Enrollment was the least in AY12-13 (72). As enrollment increased for AY09-10 to AY10-11, there was also a slight increase in student completion (19 and 25 respectively). For AY11-12, however, student enrollment decreased and the percent of students completing EN100B decreased. Nevertheless, in AY12-13, enrollment decreased further, but the percent of completers increased for that year.

Table 1. EN100B Completion Rates (AY03-04 to AY12-13)

	AY03-04	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Successful Outcomes										
Earned Credit for the Course (P)	20	43	42	18	23	17	19	25	9	15
Unsuccessful Outcomes										
Did Not Earn Credit	18	14	22	21	17	14	11	7	10	12
Outcome Pending										
In Progress (Z)	98	121	114	122	75	46	57	68	65	44
Withdrawals (W)	8	20	18	16	7	10	7	3	6	1
TOTAL ENROLLMENT	**144**	**198**	**196**	**177**	**122**	**87**	**94**	**103**	**90**	**72**

[6] Email written by the then Department Chairperson dated August 05, 2008.

The information found in Table 1 can also be seen in Figure 8 and Figure 9 below:

Figure 8. EN100B Completion Rates (AY03-04 to AY12-13)

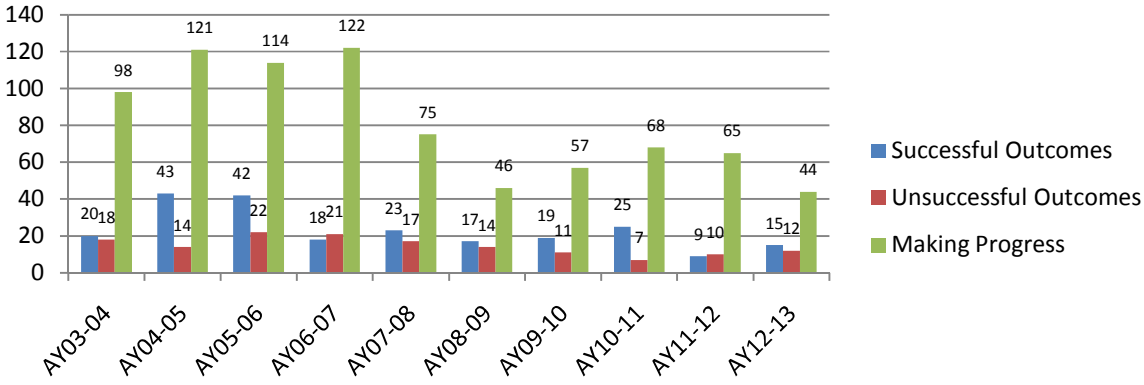
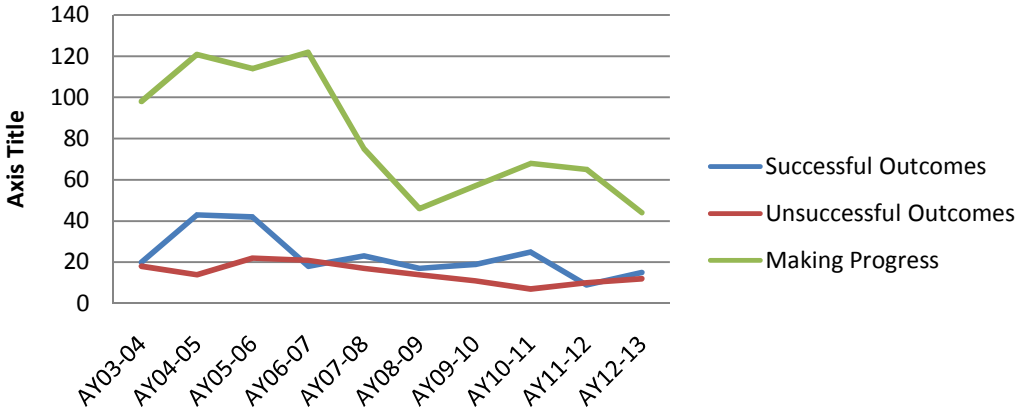


Figure 9. EN100B Completion Rates (AY03-04 to AY12-13)



As for EN100R, Table on the next page reveals that over the ten-year period, a majority of EN100B students were awarded a "Z" (51.7%) followed by a "P" (26.4%). Thirteen percent (13.3%) of students did not earn credit for the course and 8.5% of students withdrew. Table 2 shows that enrollment in EN100R fluctuated over the ten-year period. Enrollment was the least in AY08-09 (355).

Table 2. EN100R Completion Rates (AY03-04 to AY12-13)

	AY03-04	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Successful Outcomes										
Earned Credit for the Course (P)	131	136	146	85	111	77	130	118	121	129
Unsuccessful Outcomes										
Did Not Earn Credit	41	70	85	73	59	45	53	51	64	57
Outcome Pending										
In Progress (Z)	234	251	259	240	188	210	211	258	262	207
Withdrawals (W)	28	60	49	53	29	23	42	29	37	33
Audit	0	0	0	0	0	0	0	0	1	1
TOTAL ENROLLMENT	**434**	**517**	**539**	**451**	**387**	**355**	**436**	**456**	**485**	**427**

Graphical presentation of the information found in Table 2 can be seen in Figure 10 and Figure 11 below:

Figure 10. EN100R Completion Rates (AY03-04 to AY12-13)

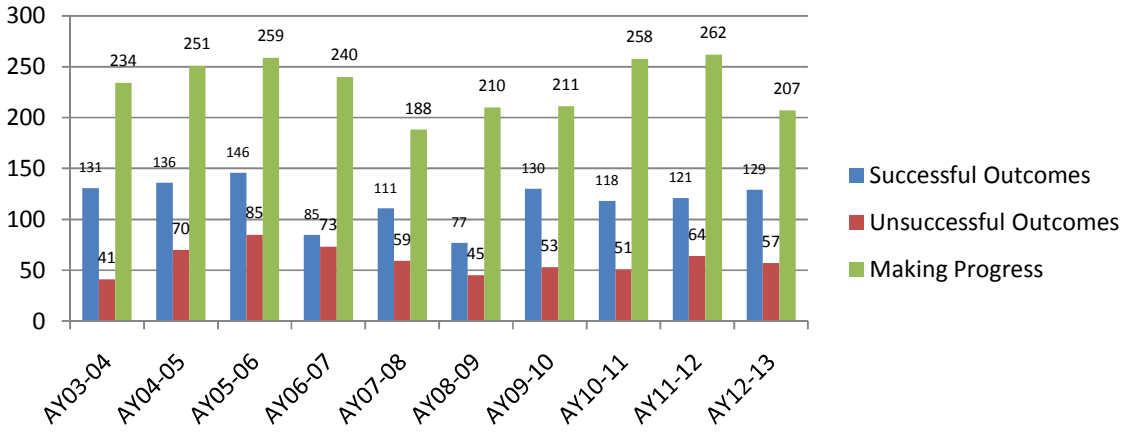


Figure 11. EN100R Completion Rates (AY03-04 to AY12-13)

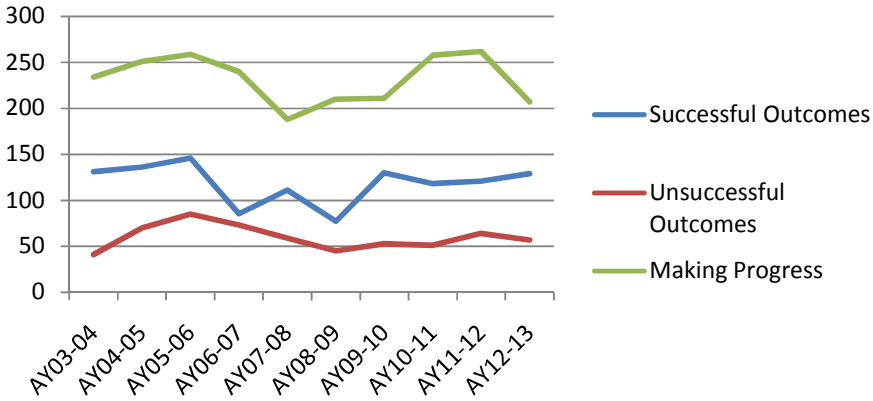


Table 3 below reveals that over the period under review, nearly half (44.7%) of students registered in EN100W were awarded a "Z" followed by a "P" (26.5%). Fifteen percent (15.6%) of students did not earn credit for the course and 13.1% of students withdrew. Enrollment in EN100W was the greatest in the last four years under review. The proportion of students enrolled who passed the course was the greatest for AY10-11, AY11-12, and AY12-13 compared to prior years. The proportion of students who passed the course was the highest in AY12-13 (41.6%).

Table 3. EN100W Completion Rates (AY03-04 to AY11-12)

	AY03-04	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Successful Outcomes										
Earned Credit for the Course (P)	117	167	127	130	142	130	178	263	262	340
Unsuccessful Outcomes										
Did Not Earn Credit	73	98	91	105	102	97	100	142	145	141
Outcome Pending										
In Progress (Z)	286	242	325	329	356	364	352	307	296	265
Withdrawals (W)	81	102	90	96	98	104	105	73	97	71
Incomplete	0	0	3	0	0	0	0	0	0	0
TOTAL ENROLLMENT	**557**	**609**	**636**	**660**	**698**	**695**	**735**	**785**	**800**	**817**

The information found in Table 3 can also be seen in Figure 12 and Figure 13 below:

Figure 12. EN100W Completion Rates (AY03-04 to AY12-13)

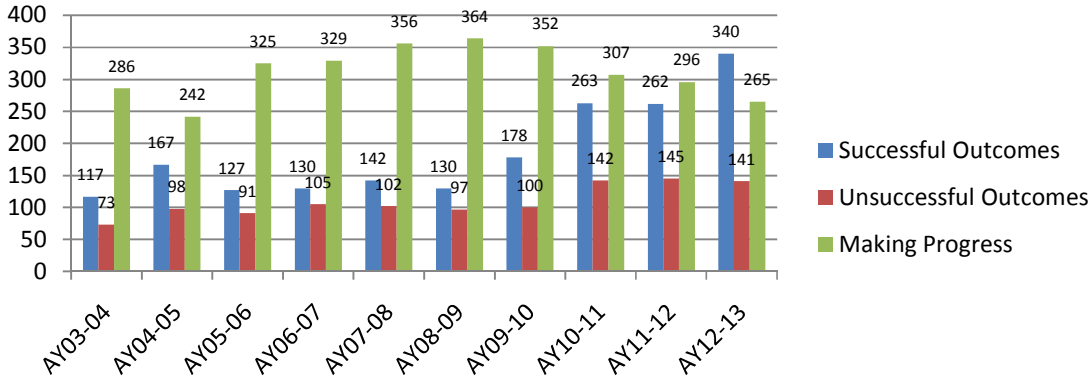
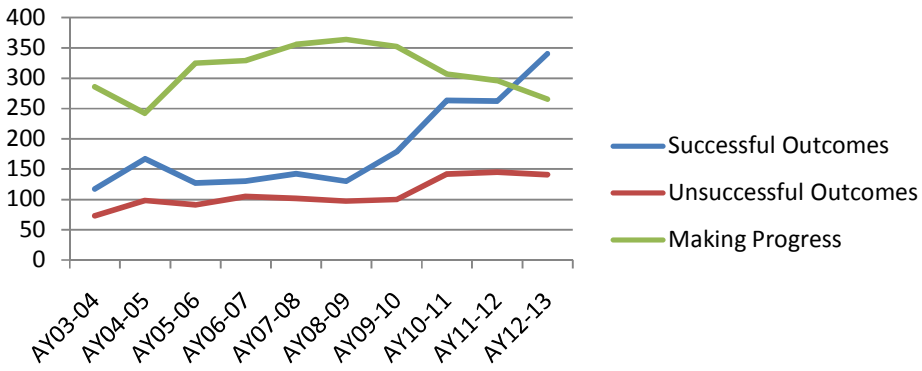


Figure 13. EN100W Completion Rates (AY03-04 to AY12-13)



Developmental Math

According to Table below, more than half of the students registered in MA085 for the past ten years were awarded a "P" (53.8%) followed by a "Z" (24.6%). Eleven percent (11.9%) of students did not earn credit for the course and 9.6% of students withdrew. Enrollment in MA085 increased greatly during the last five (5) years under review. The proportion of students enrolled who passed the course was also the greatest during this period compared to prior years.

Table 4. MA085 Completion Rates (AY03-04 to AY11-12)

	AY03-04	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Successful Outcomes										
Earned Credit for the Course (P)	56	24	35	56	41	138	240	241	242	282
Unsuccessful Outcomes										
Did Not Earn Credit	5	12	19	32	44	63	41	45	25	14
Outcome Pending										
In Progress (Z)	33	37	9	27	21	20	44	115	163	150
Other										
Audit	0	0	0	0	0	0	0	0	0	1
Withdrawals (W)	19	11	8	12	14	46	33	24	39	37
TOTAL ENROLLMENT	113	84	71	127	120	267	358	425	469	484

Graphical presentation of the information found in Table 4 can be seen in Figure 14 and Figure 15:

Figure 14. MA085 Completion Rates (AY03-04 to AY12-13)

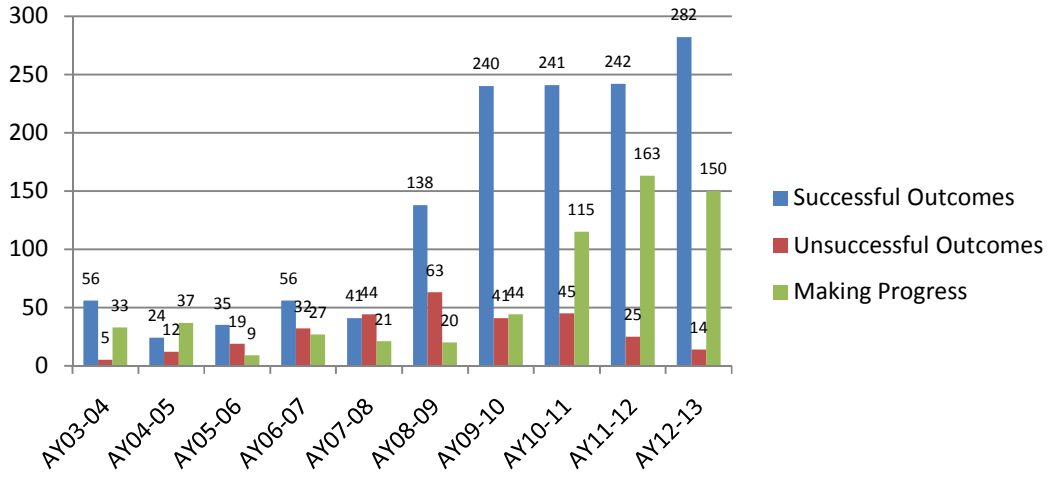


Figure 15. MA085 Completion Rates (AY03-04 to AY12-13)

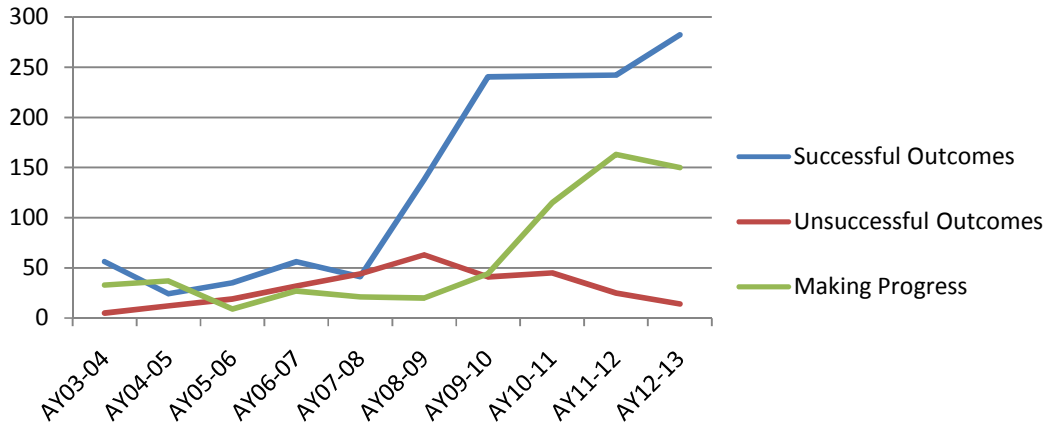


Table 5 below shows that a majority of students registered in MA095 for the past ten years passed the course (47.5%) followed by those who received a "Z" (20.9%) and those who did not earn credit (19.3%). Twelve percent (12.3%) of students withdrew from the course over the ten-year period under review. It is important to note that students were not awarded "Z" grade designations in AY03-04 and AY04-05. Prior to AY05-06, students only received a pass or fail grade for MA095. As mentioned earlier, enrollment in MA095 fluctuated during the ten-year period under review. The proportion of successful outcomes was the greatest in AY12-13 (63.5%).

Table 5. MA095 Completion Rates (AY03-04 to AY11-12)

	AY03-04	AY04-05	AY05-06	AY06-07	AY07-08	AY08-09	AY09-10	AY10-11	AY11-12	AY12-13
Successful Outcomes[7]										
Earned Credit for the Course (P)	-	-	150	231	253	288	332	358	471	527
AA[8]	-	-	0	11	0	17	21	0	1	0
A	61	67	18	-	-	-	-	-	-	-
B	62	84	53	-	-	-	-	-	-	-
C	66	89	66	-	-	-	-	-	-	-
D	52	9	6	-	-	-	-	-		--
Total Successful Outcomes	241	249	293	242	253	305	353	358	472	527
Unsuccessful Outcomes										
Did Not Earn Credit	137	292	264	182	134	110	29	64	64	63
Outcome Pending										
In Progress (Z)	0	0	68	156	160	91	230	258	284	200
Withdrawals (W)	66	145	160	141	82	51	49	48	69	40
No Grade (NG)	0	0	1	0	0	0	0	0	0	0
TOTAL ENROLLMENT	444	686	786	721	629	557	661	728	889	830

[7] In the initial General Education Impact Study Report, the grades of "A, B, C, and D" were not included the *successful outcomes* category prior to fall 2006. This report includes those numbers from AY03-04 through AY05-06.

[8] The spring 2006 course guide for MA095 notes that a grade of "AA" refers to "outstanding" achievement.

The information found in Table 5 can also be seen in Figure 16 and Figure 17 below:

Figure 16. MA095 Completion Rates (AY03-04 to AY12-13)

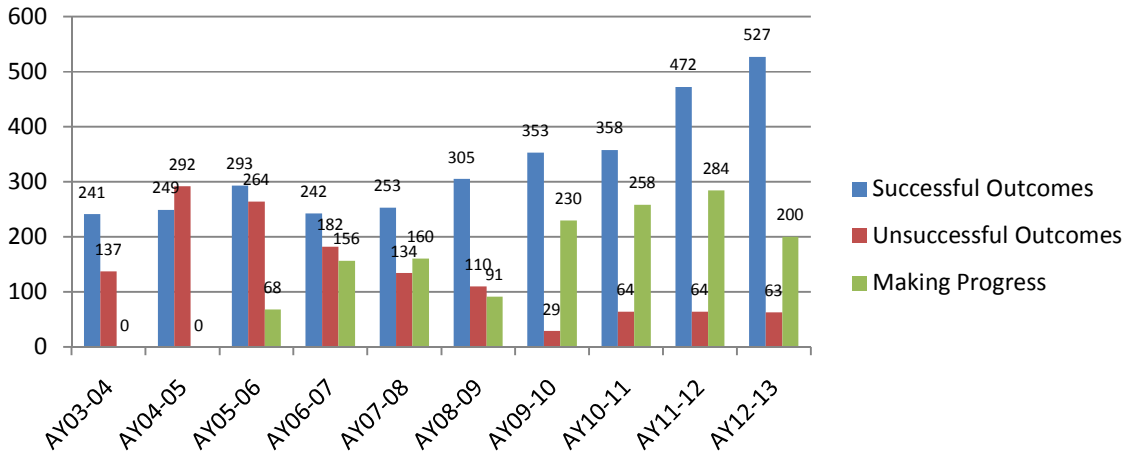
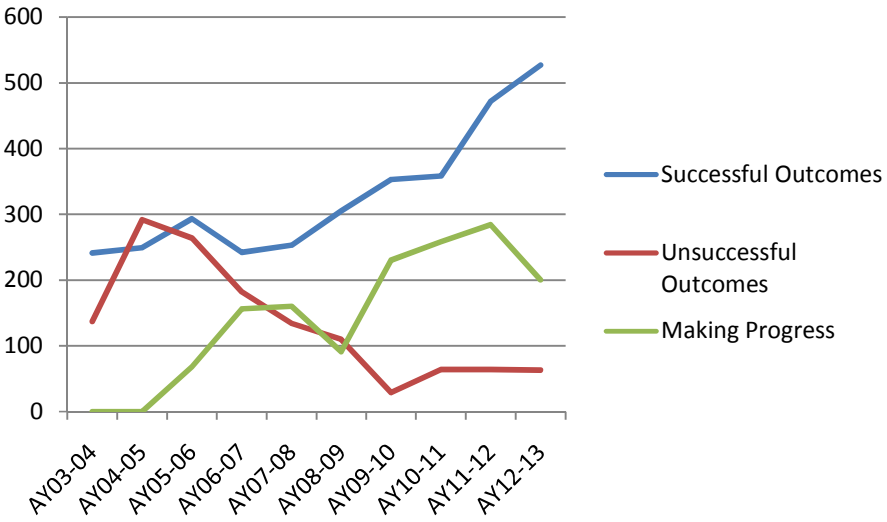


Figure 17. MA095 Completion Rates (AY03-04 to AY12-13)



Repeaters:

Developmental English

Table 6 on the next page shows that the number of EN100B repeaters enrolled in EN100B decreased continuously from AY05-06 to AY08-09. It decreased by 16.2% from AY05-06 (142) to AY06-07 (119), by 21.0% from AY06-07 (119) to AY07-08 (94), and by 35.1% from AY07-08 (94) to AY08-09 (61). It then increased by 3.3% from AY08-09 (61) to AY09-10 (63) and by 7.9% from AY09-10 (63) to AY10-11 (68). This was followed by a 13.2% decrease from AY10-11 (68) to AY11-12 (59) and a 28.8% decreased from AY11-12 (59) to AY12-13 (42). The percentage of EN100B repeaters who passed the course over the ten-year period was the highest during AY12-13

(19.0%). In AY10-11, none of the EN100B repeaters enrolled in the class for the academic year passed the class. The percentage of EN100B repeaters who withdrew from the class was the least during AY12-13 (2.4%) and the greatest in AY04-05 (11.5%).

Table 6. EN100B Unduplicated Course Repeaters from AY2003-2013

	Grades					
	F	TF	W	P	Z	Total
AY03-04	7	3	5	1	80	96
AY04-05	6	4	16	14	99	139
AY05-06	15	3	12	18	94	142
AY06-07	4	2	10	5	98	119
AY07-08	8	4	6	10	66	94
AY08-09	6	2	6	8	39	61
AY09-10	6	2	5	8	42	63
AY10-11	2	0	2	9	55	68
AY11-12	3	1	4	0	51	59
AY12-13	5	1	1	8	27	42

Based on Table 7 below, the number of EN100R repeaters enrolled over the ten-year period was the highest in AY05-06 (357), AY06-07 (335), and AY04-05 (320). The number of EN100R repeaters was the lowest in AY12-13 (196). The percentage of EN100R repeaters who passed the course was the greatest in AY12-13 (20.0%) and the lowest in AY10-11 (8.1%). Withdrawal rates of EN100R repeaters fluctuated from year to year. The percentage of EN100R repeaters who withdrew was the greatest in AY04-05 (14.4%) and the lowest in AY08-09 (5.9%). Withdrawal rates for the last three years were under 10% (AY10-11, 7.4%; AY11-12, 8.7%; and AY12-13, 6.6%).

Table 7. EN100R Unduplicated Course Repeaters from AY2003-2013

	Grades								
	F	RF	NG	TF	W	AU	P	Z	Total
AY03-04	14	1	0	4	21	0	32	198	270
AY04-05	20	2	0	5	46	0	38	209	320
AY05-06	44	0	2	8	34	0	50	219	357
AY06-07	38	2	0	9	33	0	44	209	335
AY07-08	24	0	0	13	22	0	45	156	260
AY08-09	16	0	0	14	13	0	26	152	221
AY09-10	23	0	0	8	36	0	46	175	288
AY10-11	21	0	0	10	21	0	23	209	284
AY11-12	25	0	0	9	26	1	35	201	297
AY12-13	25	0	0	2	13	1	39	116	196

As shown in Table 8 on the following page, the number of EN100W repeaters registered over the past ten academic years was the lowest in AY12-13 (345). The highest number of EN100W repeaters was registered in AY09-10 (513). Prior to AY03-04, the number of EN100W repeaters ranged from 404 to 513. The percentage of EN100W repeaters who passed the course was the highest in AY12-13 (27%). The percentage of EN100W repeaters who passed the class continued to increase between AY09-10 to AY12-13 (AY09-10, 15%; AY10-11, 18%; AY11-12, 20%; AY12-13, 27%).

Table 8. EN100W Unduplicated Course Repeaters from AY2003-2013

	Grades						
	F	RF	TF	W	P	Z	Total
AY03-04	35	0	10	59	37	225	366
AY04-05	51	2	10	77	54	210	404
AY05-06	42	1	19	66	54	271	453
AY06-07	52	0	14	75	61	274	476
AY07-08	44	0	20	77	58	287	486
AY08-09	44	0	17	77	50	304	492
AY09-10	54	0	15	83	79	282	513
AY10-11	80	0	12	52	89	255	488
AY11-12	88	0	4	63	91	214	460
AY12-13	51	0	11	46	94	143	345

Developmental Math

Table 9 below reveals that for the past ten academic years, the number of MA085 repeaters enrolled from AY05-06 to AY11-12 continued to increase, with the highest enrollment occurring in AY11-12 (175). MA085 repeater enrollment decreased by 28.0% from 175 in AY11-12 to 126 in AY12-13. The percentage of MA085 repeaters fluctuated from year to year. From AY04-05 to AY12-13, the percentage of MA085 who passed the course increased and decreased each year (AY04-05, 11.1%; AY05-06, 14.8%; AY06-07, 9.5%; AY07-08, 13.0%; AY08-09, 5.8%; AY09-10, 24.0%; AY10-11, 18.0%; AY11-12, 20.0%). The percentage of MA085 repeaters who passed the course was the highest for AY12-13 (30.9%). MA085 repeater withdrawals were the highest in AY09-10 (37.7%), AY03-04 (32.2%), and AY05-06 (22.2%). The withdrawal rates for the other years under review fluctuated between 9.5%-13.3%.

Table 9. MA085 Unduplicated Course Repeaters from AY2003-2013

	Grades							
	F	RF	RTF	TF	W	P	Z	Total
AY03-04	0	0	0	1	10	0	20	31
AY04-05	1	0	1	3	6	5	29	45
AY05-06	6	3	1	0	6	4	7	27
AY06-07	11	0	0	3	4	4	20	42
AY07-08	20	0	0	3	5	6	12	46
AY08-09	26	0	0	3	26	4	10	69
AY09-10	3	0	0	12	20	19	25	79
AY10-11	19	0	0	5	16	27	83	150
AY11-12	0	0	0	14	22	35	104	175
AY12-13	0	0	0	2	16	39	69	126

Based on the information reported in Table 10 on the next page, the percentage of repeaters enrolled in MA095 each academic year has decreased over the ten-year period (AY03-04, 29.9%; AY04-05, 27.9%; AY05-06, 28.3%; AY06-07, 24.4%; AY07-08, 16.6%; AY08-09, 16.7%; AY09-10, 12.9%; AY10-11, 11.8%; AY11-12, 12.0%; and AY12-13, 5.4%). The percentage of repeaters who passed MA095 has fluctuated over the ten-year period. In AY03-04, the percentage of repeaters who passed the class was 15.0%. The percentage of repeaters who passed the class increased in AY04-05 (17.3%), but decreased in AY05-06 (14.0%). The percentage of repeaters who passed MA095 then increased for the next three years (AY06-07, 17.9%; AY07-08, 20.4%, and AY08-09, 26.2%). It then decreased for the next two years (AY09-10, 25.2%, AY10-11, 15.1%), but increased again in the next

two years (AY11-12, 29.0%; AY12-13, 43.4%). The repeater pass rate for MA095 was the highest in AY12-13 (43.4%).

Table 10. MA095 Unduplicated Course Repeaters from AY2003-2013

	Grades																
	A	AA	B	C	D	F	RD	RF	RTF	TF	TR	NG	I	W	P	Z	Total
AY03-04	0	-	1	7	14	25	3	47	6	0	0	0	0	44	0	0	147
AY04-05	15	-	25	18	6	81	0	101	4	16	0	0	0	103	0	0	369
AY05-06[9]	1	0	11	11	4	150	0	12	3	15	0	1	1	117	31	57	414
AY06-07	-	1	-	-	-	102	0	17	3	12	0	0	0	105	76	114	430
AY07-08	-	0	-	-	-	84	0	0	0	5	0	0	0	57	70	127	343
AY08-09	-	3	-	-	-	62	0	1	0	8	0	0	0	40	63	63	240
AY09-10	-	0	-	-	-	6	0	0	0	13	0	0	0	38	74	163	294
AY10-11	-	0	-	-	-	24	0	0	0	17	0	0	0	36	46	181	304
AY11-12	-	0	-	-	-	0	0	0	0	34	0	0	0	46	111	192	383
AY12-13	-	0	-	-	-	0	0	0	0	25	0	0	1	12	96	87	221

Department Assessment of Developmental Courses:

Participation in the College's assessment cycle of department courses began in spring 2010 for the English and mathematics departments. Included in this General Education Impact Study, but not in the first General Education Impact Study, are assessment results measuring student performance for course student learning outcomes. The data reported was gathered over three academic years.

Developmental English Courses[10]:

Department assessment data reported for EN100B in Table 11 on the following page covers AY09-10 through AY12-13. The gathering of assessment data, using the Gates-MacGinitie Reading Tests, began AY09-10 for the spring and summer semesters only. No data was gathered for the fall 2009 semester. Spring 2010 and fall 2010 reveals that the average student gain in vocabulary was 1.2 years, comprehension .9 months, and total reading score .9 months. Spring 2011 and fall 2011 reveals that the average student gain in vocabulary was 1.3 years, comprehension 1.1 years, and total reading score 1.0 years. Spring 2012 and fall 2012 reveals that the average student gain in vocabulary was .9 months, comprehension .6 months, and total reading score of .5 months.

[9] According to the MA095 course guide approved in spring 2006, "The final grade for this course will be either "AA" for outstanding, "P" for Passing, or "Z" for Satisfactory Progress made, continued enrollment required or "F" for Fail". Implementation date indicated on the course guide is spring 2006.

[10] The English department chairperson provided the assessment information for the English developmental courses.

Table 11. EN100B English Department Assessment Data

EN100B	*SLO Description*			SLO#1: Upon successful completion of this course, students will be able to demonstrate growth in vocabulary level	SLO#2: Upon successful completion of this course, students will be able to improve in comprehension level.	[No measurement noted for Total Reading (TR)].
	Means of Assessment			50% of students will show gain of .6 in Vocabulary (VOC).	50% of students will show gain of .6 in Comprehension (COMP).	
	Percentage of students who showed gains by semesters			**Average Gain of Students (who showed gain)**		
	VOC	COMP	TR	VOC	COMP	TR
Spring 2010 (3 sections)	35	38	-	1.0	1.0	.9
Summer 2010 (1 section)	33	44	-	1.3	.6	.7
Fall 2010 (4 sections)	27	39	-	1.2	1.0	1.0
Spring 2011 (3 sections)	44	31	-	.9	.6	.6
Summer 2011 (1 section)	100	75	-	1.9	2.0	1.6
Fall 2011 (3 sections)	37	40	-	1.0	.7	.7
Spring 2012 (3 sections)	23	23	-	.6	.6	.5
Summer 2012 (1 section)	33	33	-	1.5	.6	.6
Fall 2012 (3 sections)	21	24	-	.6	.6	.5
Spring 2013 (no data)	-	-	-	-	-	-

The EN100R course guide was revised fall 2010 establishing a goal for a 1.0 year gain in vocabulary and comprehension for 65% of students. Table 12 below reveals that for EN100R, the average student gain in vocabulary was 1.8 years, comprehension 3.2 years, and total reading score 2.2 years. Spring 2011 and fall 2011 reveals that the average student gain in vocabulary was 1.7 years, comprehension 2.7 years, and total reading score 1.9 years. Spring 2012 and fall 2012 reveals that the average student gain in vocabulary was 1.8 years, comprehension 3.3 years, and total reading score 2.2 years.

Table 12 on the next page shows data collected for EN100R, using the Nelson-Denny Reading Test. The data indicates that the average entry and exit total reading scores for students are 7.7 (entry) and 9.1 (exit) for spring 2011 which shows a gain of 1.4 years; 8.0 (entry) and 9.6 (exit) for fall 2011 which shows a gain of 1.6 years; 7.5 (entry) and 8.9 (exit) for spring 2012 which shows a gain of 1.4 years; and 7.9 (entry) and 9.6 (exit) for fall 2012 which shows a gain of 1.7 years.

Table 12. EN100R English Department Assessment Data

EN100R	*SLO Description*			SLO#1: Upon successful completion of this course, students will be able to demonstrate growth in vocabulary and comprehension levels.		
	Means of Assessment			65% of students will show gain of 1.0 in Vocabulary (VOC).	65% of students will show gain of 1.0 in Comprehension (COMP).	58% of students in EN100R showed a gain of 1.0 in Total Reading (TR)[11]
	Percentage of students who showed gains of 1.0 by semesters			**Average Gain of Students (who showed gain)**		
	VOC	COMP	TR	VOC	COMP	TR
Spring 2010	45	73	58	1.6	3.1	2.2
Summer 2010 (2 sections)	52	72	-	2.2	3.0	2.4
Fall 2010 (10 sections)	38	73	58	1.5	3.6	2.1
Spring 2011 (10 sections)	45	43	58	1.7	3.2	2.1
Summer 2011 (1 section)	50	33	-	1.9	2.0	1.6
Fall 2011 (11 sections)	48	66	-	1.7	3.1	2.2
Spring 2012 (11 sections)	44	63	58	1.5	3.2	2.0
Summer 2012 (2 sections)	43	56	-	2.2	3.3	2.2
Fall 2012 (11 sections)	46	64	58	1.7	3.3	2.5
Spring 2013 (no data)	-	-	-	-	-	-

Developmental Mathematics Courses[12]:

The data reported in Table 13 on the following page is from three (3) academic years (AY2010-2011, AY2011-2012, and AY2012-2013). Of the five (5) Student Learning Outcomes (SLOs) for MA085, two (SLO#3 and SLO#5) were not assessed during this three-year period. For the three SLOs (SLO#1, SLO#2, and SLO#4) that were assessed, SLO#1 and SLO#2 were assessed during two of the three academic years and SLO#4 was assessed during one of the three-year department assessment period. The data for SLO#1 (assessed AY2010-2011 and AY2011-2012) indicated that means of assessment established by the department was exceeded. For SLO#2 (assessed AY2010-2011 and AY2012-2013), the data showed that the means of assessment established by the department was not met. Data for SLO#4 (assessed AY2010-2011) indicates that the department established means of assessment was not met.

[11] This information is not a pre-determined means of assessment criterion. It is information that has been reported after the data results were collected so no determination on whether or not a means of assessment was met can be reported.
[12] The Mathematics/Science department chairperson provided the assessment information for the mathematics developmental courses.

Table 13. MA085 Mathematics Department Assessment Data

MA085		SLO#1:	SLO#2:	SLO#3:	SLO#4:	SLO#5:
SLO Description		Upon successful completion of this course, students will be able to compute whole numbers, fractions, decimals, and percentages.	Upon successful completion of this course, students will be able to identify and set up a ratio or proportion.	Upon successful completion of this course, students will be able to solve proportions, equations, and word-problems.	Upon successful completion of this course, students will be able to evaluate and simplify expressions.	Upon successful completion of this course, students will be able to develop the prerequisite skills for post-secondary math courses.
Means of Assessment		50% of students will earn 75% and above.	50% of students will score higher than 70% on chapter tests.	Not assessed.	50% of all students will receive a score higher than 70% on chapter tests.	Not assessed.
RESULTS listed by term						
Fall 2010	**N=69[+] (# sections not specified)**	66.7% of the students able to perform computation using whole numbers, fractions, decimals, and percentages.				
	N=70[+] (# sections not specified)		19% of students scored higher than 70% on chapter 5 test (ratios and proportions)			
	N=37[+] (# sections not specified)				24% of students received a score higher than 70% on the chapter 6 test.	
Fall 2011	**N=83[+] (11 sections)**	71.1% (59/83) of the students are able to compute whole number, fractions, decimals, and percentages.				
Spring 2013	**N=68[+] (# sections not specified)**		45.6% (31 students) passed with a 70% and above.			

[+]Note: The numbers reflected as "N=" are the number of students who were tested and not the total number of enrolled students.

Data reported in Table 14 on the next page is from three (3) academic years (AY2010-2011, AY2011-2012, and AY2012-2013). For MA095, of the five (5) Student Learning Outcomes (SLOs), three (SLO#2, SLO#4, and SLO#5) were not assessed during this three-year period. For the two SLOs (SLO#1 and SLO#3) that were assessed, SLO#1 was assessed once during AY2012-2013. SLO#3 was assessed twice (AY2010-2011 and AY2011-2012) during the three-year department assessment period. SLO#1 results show that the means of assessment established by the department was not met. The results for SLO#3 showed that the means of assessment established by the department was not met. Data for SLO#4 (assessed AY2010-2011) indicates that the department's means of assessment was slightly exceeded for the first assessment year (AY2010-2011). For

the second assessment year (AY2011-2012), the results showed that the department's means of assessment was not met.

Table 14. MA095 Mathematics Department Assessment Data

MA095		SLO#1:	SLO#2:	SLO#3:	SLO#4:	SLO#5:
SLO Description		Work with operations involving real numbers both rational and irrational, even with units of measurement.	Upon successful completion of this course, students will be able to simplify or solve elementary algebraic expressions, proportions, equations, and word-problems.	Upon successful completion of this course, students will be able to identify and apply basic geometric properties and concepts.	Upon successful completion of this course, students will be able to summarize a set of data by finding the mean, median, mode, and range.	Upon successful completion of this course, students will be able to graph points and lines.
Means of Assessment		75% of the enrolled students will complete the course, and 60% of the students who completed the course will pass the course with 75% and above.	Not assessed.	Because there are 2 different means of assessment for each semester the criterion for each semester (SP11 & SP12) are listed with the results below.	Not assessed.	Not assessed.
RESULTS listed by term						
Spring 2011	**N=300+ (14 sections)**			Criterion: 60% of the students will receive 75% and above. 61.3% (184/300) of the students were able to identify and apply basic geometry properties and concepts.		
Spring 2012	**N=116+ (11 sections)**			Criterion: 70% of the students will score 75% of above in the post test. 51% (59/116) of the students are able to identify and apply basic geometric properties concepts.		
Fall 2012	**N=130+ (5 sections)**	44 out of 130 students or 33.8% passed the Post-test. Over 33.8% of those who completed the course in 5 classes passed the course because passing MA 095 does not depend on passing the Post-test alone.				

Placement Test Results:

Developmental English

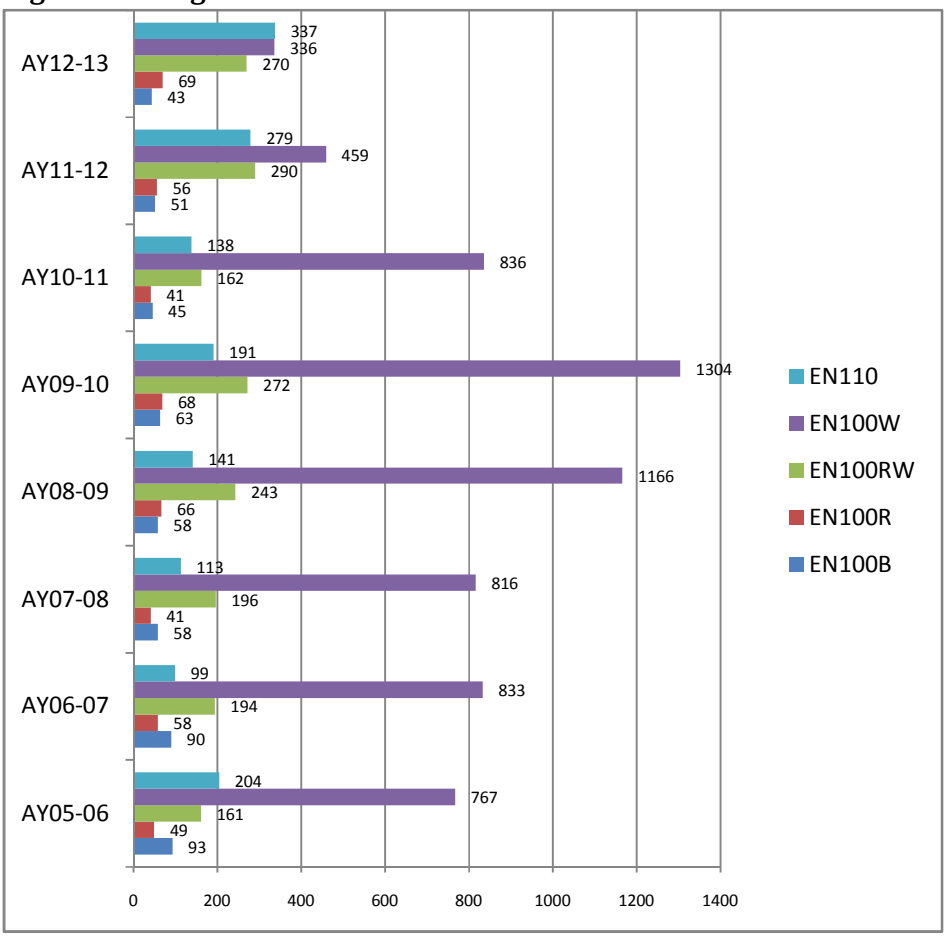
Data contained in Table 15 below was extracted from the AY2011-2012 Fact Book. The data reveals that there are a high percentage of students placed in developmental courses. In AY05-06, of the 1,274 English test results reported, 1,070 or 84% resulted in developmental English placement. A similar pattern of high placement into developmental-level English courses continued for the next six years. The percentage of placement into developmental-level English courses is the lowest for AY11-12 compared to all the years reported below.

Table 15. English Placement Test Results (Developmental Courses): AY2006-AY2012

English Placement	EN100B	EN100R	EN100RW	EN100W	Grand Total
AY2005-2006	93	49	161	767	1070
AY2006-2007	90	58	194	833	1175
AY2007-2008	58	41	196	816	1111
AY2008-2009	58	66	243	1166	1533
AY2009-2010	63	68	272	1304	1707
AY2010-AY2011	45	41	162	836	1084
AY2011-AY2012	51	56	290	459	856
Grand Total	458	379	1518	6181	8536

Figure 18 on the next page provides placement test data for developmental English courses (EN100B, EN100R, EN100RW, and EN100W) as well as EN110 (Freshman Composition) which is a college- level course. Figure 8 reveals that since AY05-06, most students who took the English placement test placed in EN100W. Placement in EN100W increased by 42.9% from 815 in AY07-08 to 1,166 in AY08-09 and by 11.8% from 1,166 in AY08-09 to 1,304 in AY09-10. After AY09-10, placement in EN100W began to decrease. It decreased by 35.9% from 1304 in AY09-10 to 836 in AY10-11, by 45.1% from 836 in AY10-11 to 459 in AY11-12, and by 26.8% from 459 in AY11-12 to 336 in AY12-13. Placement in EN100RW and EN110 fluctuated throughout the eight-year period. In some years, placement in EN110 exceeded placement in EN100RW and in other years placement was greater in EN100RW. Placement in EN100R and EN100B was less than placement into EN110, EN100W, and EN100RW.

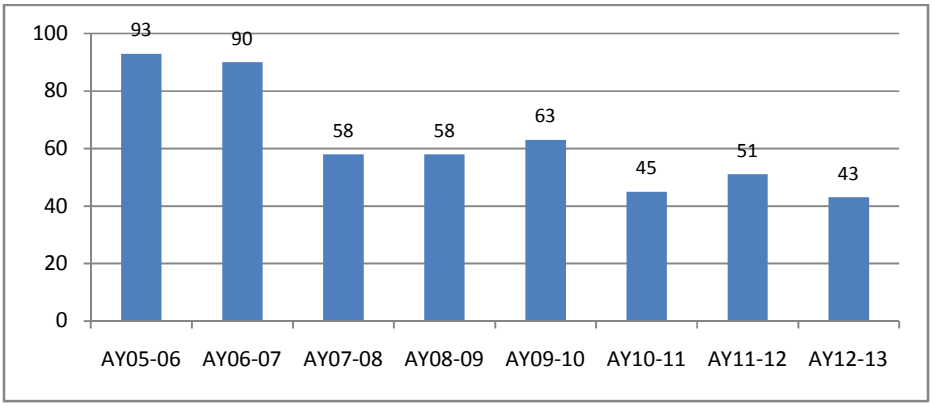
Figure 18. English Placement Test Results: AY2006 to AY2013



Note: English placement test scores are valid for two years.

According to Figure 19 below, placement in EN100B was the highest in AY05-06 (93) and AY06-07 (90) compared to subsequent years. The average placement in EN100B after AY06-07 was 53.

Figure 19. EN100B Placement Test Results: AY2006 to AY2013



As seen in Figure 20 below, of the eight years under review, placement in EN100R was the greatest in AY12-13 (69), AY09-10 (68) and AY08-09 (66). The average placement from AY2006 to AY2013 was 56. Placement in EN100R was the lowest in AY07-08 (41) and AY10-11 (41).

Figure 20. EN100R Placement Test Results: AY2006 to AY2013

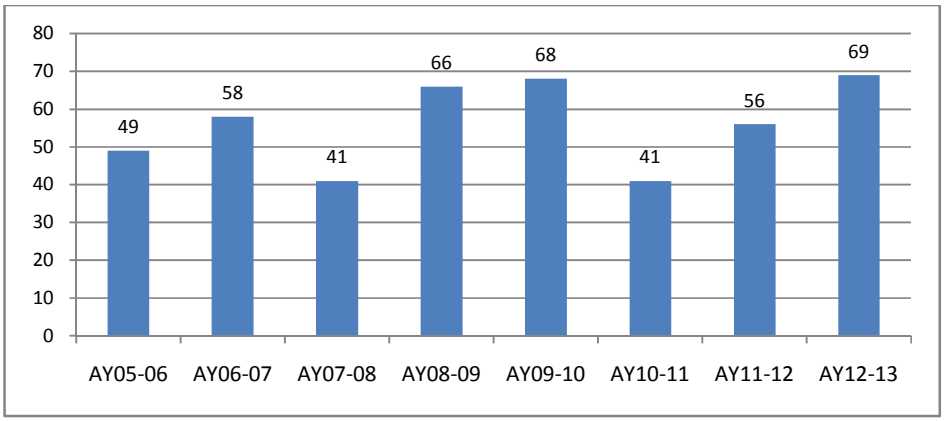


Figure 21 below shows that placement in EN100W increased by 42.9% from 816 in AY07-08 to 1,166 in AY08-09. It then increased again by 11.8% from 1,166 in AY08-09 to 1,304 in AY09-10. After AY09-10, placement began to decrease. It decreased by 35.9% from 1,304 in AY09-10 to 836 in AY10-11, by 45.1% from AY10-11 (836) to AY11-12 (459) and by 26.8% from AY11-12 (459) to AY12-13 (336).

Figure 21. EN100W Placement Test Results: AY2006 to AY2013

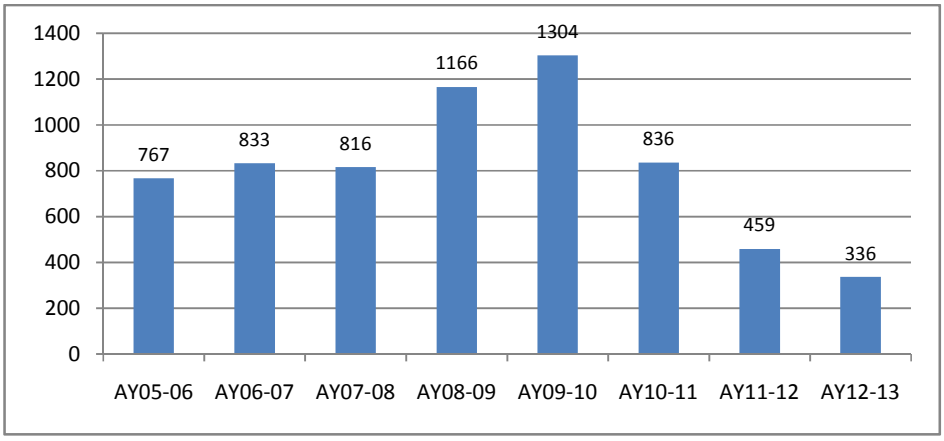
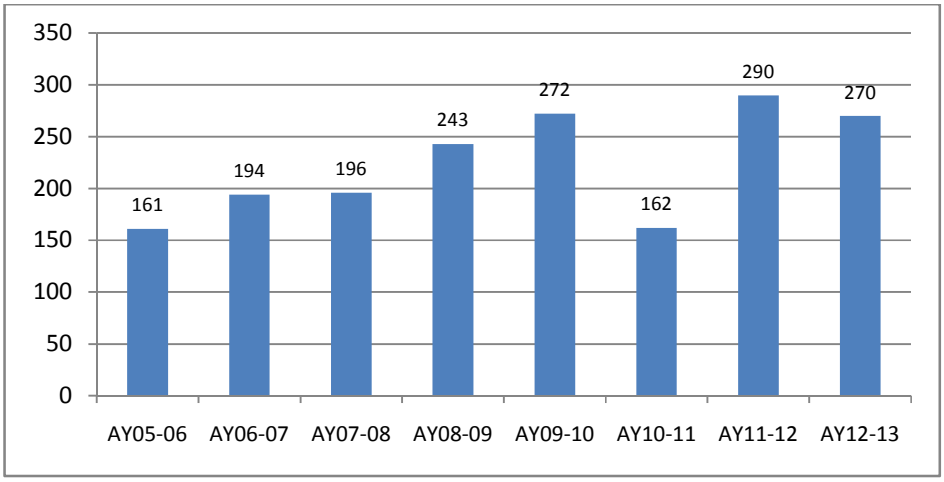


Figure 22 on the following page reveals that the average placement in EN100RW was 223 from AY2006 to AY2013. Placement in EN100RW experienced a steady increase from AY05-06 (161) to AY09-10 (272). It then decreased by 40.4% from 272 in AY09-10 to 162 in AY10-11. A 79.0% jump in placements in EN100RW occurred between AY10-11 (162) to AY11-12 (290) followed by a 6.9% decrease in placements from AY11-12 (290) to AY12-13 (270).

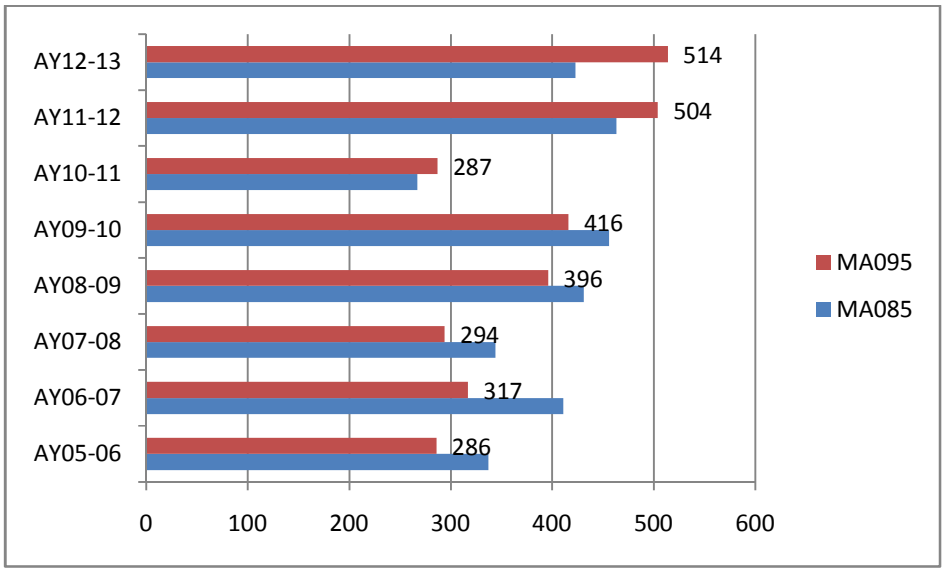
Figure 22. EN100RW Placement Test Results: AY2006 to AY2013[13]



Developmental Math

Figure 23 below shows that placement was greater in MA085 from AY05-06 to AY09-10. After AY09-10, placement was greater in MA095.

Figure 23. Math Placement Test Results: AY2006 to AY2013



According to Figure 24 on the next page, the average placement in MA085 for the past eight academic years is 391. The lowest placement in MA085 occurred in AY10-11 (267) and the highest placement occurred in AY11-12 (463). A 41.4% decrease in MA085 placements occurred between AY09-10 (456) and AY10-11 (267). There was a 73.4% increase in MA085 placements between

[13] Students placed in EN100RW are required to take both Reading and Writing and are allowed to take it concurrently. Their raw scores are higher than those of students who placed into EN100R, but lower than those who placed into EN100W.

AY10-11 (267) to AY11-12 (463) followed by an 8.6% decrease in placements between AY11-12 (463) to AY12-13 (423).

Figure 24. MA085 Placement Test Results: AY2006 to AY2013

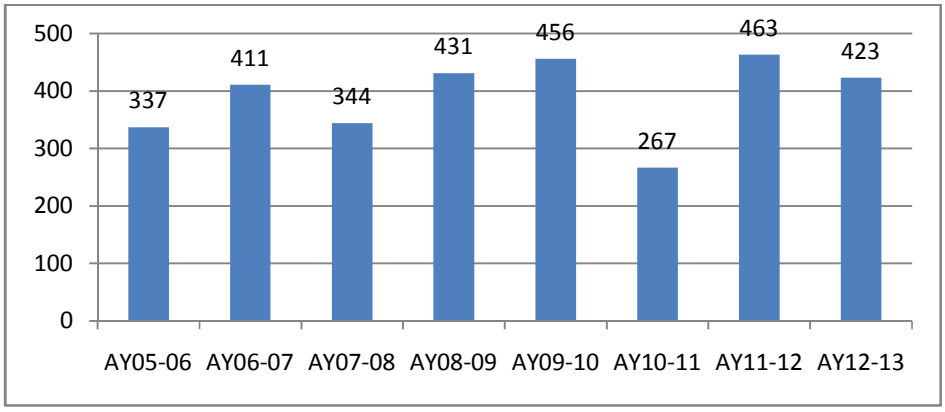
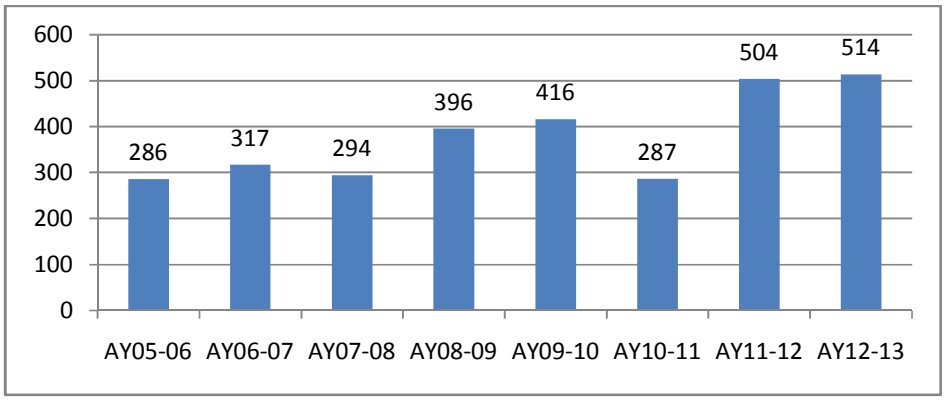


Figure 25 below reveals that the average placement in MA095 over the past eight academic years is 377. Placement into MA095 was the lowest in AY05-06 (286) and the highest in AY12-13 (514). There was a 31.0% decrease in placement into MA095 from 416 in AY09-10 to 287 in AY10-11. This was followed by a 75.6% increase in placement into MA095 from 287 in AY10-11 to 504 in AY11-12.

Figure 25. MA095 Placement Test Results: AY2006 to AY2013



Developmental English and Math Faculty Status:

Developmental English

According to Table 11 on the on the following page, of the 31 sections of EN100B offered from Fall 2008 to Spring 2013, 45.2% were taught by full-time faculty as part of their full workload, followed by 32.2% that were taught by full-time faculty teaching adjunct and 22.6 % taught by true adjuncts.

Table 16. EN100B – Faculty Status

EN100B				
SEMESTER	NUMBER OF SECTIONS OFFERED	Number of Sections Taught by FT Faculty	Number of Sections Taught by True Adjuncts	Number of Sections Taught by FT Faculty Teaching Adjunct
Fall 2008	4	2	0	2
Spring 2009	3	2	1	0
Fall 2009	3	2	0	1
Spring 2010	3	3	0	0
Fall 2010	4	0	2	2
Spring 2011	3	0	1	2
Fall 2011	3	0	1	2
Spring 2012	3	2	1	0
Fall 2012	3	2	1	0
Spring 2013	2	1	0	1
Total	31	14	7	10

As reported in Table 12 below, of the 100 sections of EN100R offered Fall 2008 to Spring 2013, 60.0% were taught by FT faculty as part of the full workload, followed by 31.0% that were taught by full-time employees teaching adjunct. Of the 31 sections taught by full-time employees teaching adjunct, a GCC administrator taught three sections and full-time faculty taught 28 sections. True adjuncts taught nine sections of EN100R.

Table 17. EN100R – Faculty Status

EN100R				
SEMESTER	NUMBER OF SECTIONS OFFERED	Number of Sections Taught by FT Faculty	Number of Sections Taught by True Adjuncts	Number of Sections Taught by FT Employees Teaching Adjunct
Fall 2008	9	4	0	5 (one administrator teaching ADJ)
Spring 2009	8	4	2	2 (one administrator teaching ADJ)
Fall 2009	10	5	0	5 (one administrator teaching ADJ)
Spring 2010	9	4	0	5
Fall 2010	10	7	0	3
Spring 2011	11	6	2	3
Fall 2011	11	6	2	3
Spring 2012	11	8	3	0
Fall 2012	11	8	0	3
Spring 2013	10	8	0	2
Total	100	60	9	31

Table 13 below reveals that of the 167 sections of EN100W offered fall 2008 to Spring 2013, 40.7% were taught by full-time faculty as part of their full workload and another 40.7% were taught by true adjuncts. Of the 167 sections, full time employees teaching adjunct taught 18.6%. More specifically, one section was taught by a non-instructional faculty teaching adjunct, one section was taught by a GCC administrator teaching adjunct and 28 sections were taught by full-time faculty teaching adjunct.

Table 18. EN100W – Faculty Status

EN100W				
SEMESTER	NUMBER OF SECTIONS OFFERED	Number of Sections Taught by FT Faculty	Number of Sections Taught by True Adjuncts	Number of Sections Taught by FT Employees Teaching Adjunct
Fall 2008	14	4	7	3 (one non-instructional faculty teaching ADJ)
Spring 2009	15	3	7	5
Fall 2009	16	5	6	5
Spring 2010	15	4	6	5 (one administrator teaching adjunct)
Fall 2010	15	6	1	8
Spring 2011	18	9	8	1
Fall 2011	19	6	13	0
Spring 2012	17	10	6	1
Fall 2012	21	8	11	2 (one administrator teaching adjunct)
Spring 2013	17	13	3	1
Total	167	68	68	31

Developmental Math

Table 14 below reveals that of the 89 sections of MA085 offered Fall 2008 to Spring 2013, a majority were taught by true adjuncts (65.2%), followed by 24.7% of sections that were taught by full-time faculty as part of their full load and 10.1% were taught by full-time employees teaching adjunct. Of the nine sections taught by full-time employees teaching adjunct, an administrator taught one section, a non-instructional faculty taught one section, and full-time faculty teaching adjunct taught seven sections.

Table 19. MA085 – Faculty Status

MA085				
SEMESTER	NUMBER OF SECTIONS OFFERED	Number of Sections Taught by FT Faculty	Number of Sections Taught by True Adjuncts	Number of Sections Taught by FT Employees Teaching Adjunct
Fall 2008	6	2	2	2
Spring 2009	7	5	2	0
Fall 2009	6	1	5	0

Spring 2010	10	1	8	1 (one administrator teaching adjunct)
Fall 2010	8	0	7	1
Spring 2011	10	1	9	0
Fall 2011	11	1	7	3 (one section taught by a non-instructional faculty member)
Spring 2012	10	1	7	2
Fall 2012	11	5	6	0
Spring 2013	10	5	5	0
Total	89	22	58	9

According to Table 15 below, of the 113 sections of MA095 offered fall 2008 to spring 2013, a majority was taught by true adjuncts (41.6%), followed by 30.1% taught by full-time faculty as part of their full workload and 28.3% taught by full-time employees teaching adjunct. Of the 32 sections taught by full-time employees teaching adjunct, full-time instructional faculty taught 27, non-instructional faculty taught four, and an administrator taught one section.

Table 20. MA095 – Faculty Status

MA095				
SEMESTER	NUMBER OF SECTIONS OFFERED	Number of Sections Taught by FT Faculty	Number of Sections Taught by True Adjuncts	Number of Sections Taught by FT Employees Teaching Adjunct
Fall 2008	9	4	4	1 (one administrator teaching ADJ)
Spring 2009	10	3	5	2
Fall 2009	11	2	5	4
Spring 2010	9	1	1	7
Fall 2010	11	7	4	0
Spring 2011	12	1	5	6 (one section taught by a non-instructional faculty member)
Fall 2011	14	3	8	3 (one section taught by a non-instructional faculty member)
Spring 2012	12	3	6	3 (one section taught by a non-instructional faculty member)
Fall 2012	13	5	5	3
Spring 2013	12	5	4	3 (one section taught by a non-instructional faculty member)
Total	113	34	47	32

IV. Recommendations

The following recommendations are given:

Enrollment Trends:

- The College and the department faculty (English and Math) should develop strategies to reduce the number of recent high school graduates enrolling into one or more developmental courses such as collaboration with local public and private high schools and/or through the development of a Continuing Education review/refresher course(s) that high school graduates can enroll in prior to taking or re-taking the College's placement test.
- Discussion between English Department Chair, Dean, and Assessment and Counseling Department Chair should occur prior to submission of proposed curriculum changes of placement test raw scores affecting enrollment into developmental courses.
- The appropriate department chairperson and/or administrator should ensure that changes in placement test instruments and/or score ranges for determining placement and enrollment into developmental courses are reflected in course guide revisions.
- The appropriate department chairperson and/or administrator should ensure that the Assessment and Counseling Department should receive timely notification of curriculum changes affecting placement changes so that approved changes can be made in the system.
- Placement test instrument or score ranges affecting enrollment into developmental courses should not be implemented unless it is included in an approved course guide. This recommendation supports the AVP's memo dated February 3, 2009 (Placement test score level changes—Appendix B).
- Develop a re-test strategy (say, after the first week of classes) to validate student placement at a particular proficiency level.

Completers and Retention:

- Community Colleges are "the *right* institutions in higher education to provide effective developmental education programs" (League for Innovation in the Community College, p.32). To increase completer rates, the College should explore investing and prioritizing more resources and monies directed at improving developmental education services and programs.
- To improve student completer rates, the College should realign resources to redirect its focus on strengthening the developmental education program as a whole for both English and mathematics. This includes the development of a regular and systematic evaluation component focused on analyzing barriers to student completion.

- Begin collaborative and participatory discussions on possible changes to the organizational structure of the developmental education programs.
- Gather additional data on the College's student graduation rates for an Associates Degree for students enrolled in one or more developmental courses to track completion rates for students needing one or more developmental education courses.
- Gather data on semester- to- semester student retention rates for use in the discussions addressing the need and manner in which developmental coursework (reading, writing, and mathematics) can be redesigned to positively improve semester-to-semester student retention rates.
- Determine if adjusting class size (the number of students enrolled in a developmental education class) will improve completion rates.
- Modularize topics in developmental English and math to ensure that learning can occur at various levels.
- Move toward the integration of courses so that a year of developmental education will suffice.
- Review and evaluate the various innovative strategies, services, and structures of other Community Colleges determined to have exemplary developmental education program designs by various entities such as the League for Innovation in the Community Colleges, the National Association for Developmental Education (NADE), the National Center for Developmental Education, and Achieving the Dream.

Repeaters:

- Gather longitudinal data on student repeater rates over a specified period of academic years to gain a clearer picture of individual student repeater patterns.
- "As an open-admissions institution…developmental education plays an important role in preparing students to succeed in college-level education" (League for Innovation in the Community College, p. 53). To strengthen this role, the College should explore how to improve student basic skills at the point of entry to include the possibility of students receiving special counseling and advising services until they gain college-level skills. As identified in a description of Prince George Community College's exemplary developmental education program, "student support programs involving sustained personal attention and multiple services can enhance achievement of developmental students" (League for Innovation in the Community College, p. 86).
- The College and department faculty (English and Math) should ensure these counseling and support services are not limited to those qualified to receive such services through TRIO programs and are available to all students enrolled in the College's developmental education courses.
- The College and department faculty (English and Math) should determine if the existing course SO110 (Introduction to College Life) should be offered or a series of workshop(s) should be offered to address increasing student success through improving student skills

such as listening and note-taking, memory, study skills, test-taking strategies, and reading strategies should be a co-requisite for students enrolled in one or more developmental courses.

Department Assessment of Developmental Courses:

- Data on student course performance should be connected to ongoing program development.
- Assign specific lead person to oversee the collection of student performance data from all sections of English and mathematics developmental courses to ensure that a comprehensive review of student performance in all developmental courses is conducted.
- Assess all SLOs that have not been assessed in the past.
- Ensure that student completion is an integral part of the course and department assessment goals to tie in with the College's goal of improving student completions for certificate and associates degrees.

Placement Test Results:

- Revisit score ranges to determine accuracy and alignment with best practices in developmental education.
- Changes in placement test instrument or score ranges should be made only after a thorough review of student performance in the affected classes to include data related to student performance.
- Changes in placement test instrument or score ranges must be supported by department assessment data.

Developmental English and Math Faculty Status:

- Evaluate the need to improve full-time to part-time ratio for developmental courses.
- Ensure collaboration among faculty who teach developmental and college-level courses to facilitate a seamless transition of students from foundational skills to college-level proficiency.

APPENDIX A

COURSE GUIDE

Developmental Education & Tutoring

DEPARTMENT

School of Student Development

SCHOOL

EN100B - Fundamentals of English - Basic

COURSE ALPHA, NUMBER, TITLE

Rosalind P. Borja

AUTHOR

Spring 1997

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

	P	A	SR	D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
RECOMMENDED BY:						
AUTHOR	X	X	X	X	Rosalind P. Borja / Rosalind P. Borja	1/30/97
DEPARTMENT CHAIR	X	X	X	X	Charlotte J. Hepler / Charlotte J. Hepler	1/30/97
CURRICULUM COMMITTEE	X	X	X	X	Phoebe Wall	3/14/97
REGISTRAR	X	X	X	X	[signature]	5/12/97
APPROVED BY:						
DEAN	X	X	X	X	Antonette Bl	5/19/97
ACADEMIC AFFAIRS COMMITTEE	X	X	X		H. L. Gamble	10/30/97
VICE PRESIDENT ACADEMIC AFFAIRS	X	X	X	X	[signature]	12/9/97
PRESIDENT	X					

*Dates Piloted: ______________________

*Each column represents the signatures required for these actions:

Sent Out: 12/9/97 EM

P - Pilot
A - Adopt
SR - Substantive Revision
D - Delete

C: EN100S

③ Rec'd 4/21/97 TC

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

A. _____ Pilot

B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)

C. _____ Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.

_____ Change in the number of credit hours: IIIE, VIC, D, E; VII, VIII, IX, X, XI, XII

_____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: IIIE, VIC, D, E, G; VII, VIII, IX, X, XI, XII

X Substantive change in course content: IIIE, VII, VIII, IX, X, XI, XII

_____ Other, Specify

D. _____ Deletion: Complete only IIIA, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

To develop English communication skills in listening, speaking, reading, and writing. To develop cross-cultural adaptation and employability skills for students with limited English proficiency. To increase students' reading level to 6.0 for successful placement in EN100 Reading & Writing.

III. RATIONALE FOR PROPOSAL:

If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E an F only.

A. The reason this proposal should be adopted in light to the educational goals of the College.

B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.

C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary leve

D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.

E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

Fall of 1990. Records not available.

F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or most certificate programs. Successful completion must be achieved with a reading grade level of 6.0 for entry into EN100 Reading and EN100 Writing.

IV. RESOURCE REQUIREMENTS AND COSTS: If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials listed on page 9

B. Estimate personnel requirements (both instructional and support) and costs needed.

Salaries for a minimum of 6 Tutors and if necessary for adjunct faculty level III

C. Identify facility requirements and costs.

None

D. Identify funding source(s).

Local and Vocational Education Act (VEA)

E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100B - Fundamentals of English-Basic is a continuing course within the Developmental Education and Tutoring Program.

V. IMPLEMENTATION SCHEDULE:

A. Date of first offering.

Piloted: 1990

B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

VI. COURSE DESCRIPTION:

A. COURSE: Alpha **EN** Number **100B**

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Basic

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Basic

C. Contact Hours per semester:

Lecture hours	60
Lab hours	
Clinical	
TOTAL HOURS	60

D. Duration:

Secondary course: _____ period(s) per day for _____ day(s) per week for _____ semester(s).

E. Number/Type of Credits:

Carnegie Units:	_____	per semester
Semester Hours:	3	per semester
CEUs:	_____	per course

F. Catalogue:

Description:

This course is designed to meet the needs of those students scoring below 6.0 reading level who need developmental work in reading, writing, listening and speaking skills prior to entry into Fundamentals of English-Reading and Writing (EN100 R & W). Students will work on a self-paced basis with the assistance of a tutor or instructor to increase and improve reading and writing skills.

Revision: (include page numbers and year of catalogue reference)

Students work toward developing their English communication skills in listening, speaking, reading, and writing. Students receive both individualized and small group instruction. Speaking and listening skills are emphasized. This course provides employment entry skills. Students scoring below 6.0 grade level are placed in EN100S. Page 80-81, 1996-1997 Catalogue

G. Prerequisite(s):

Score below a 6.0 reading level on the Test of Adult Basic Education (TABE) and a 1 holistic composition score are placed in EN100B.

H. Corequisite(s):

None

I. Articulation:

1. **Secondary Programs/Courses**
2. **U.O.G. - Developmental courses are recognized by U.O.G.**
3. **Others**

J. Cost to Students:

Tuition and fees (including lab fee).

K. Target Population:

This class is intended for postsecondary, limited English proficient students scoring below the 6.0 reading level on the Test of Adult Basic Education (TABE) who need developmental work in listening, speaking, reading, and writing. These students could also benefit from acquiring cross-cultural adaptation and employability skills.

VII. COURSE DESIGN:

Fundamentals of English-Basic (EN100B) incorporates the whole language approach to develop the four basic skills of listening, speaking, reading, and writing. The maximum class size shall be 15.

This course will include small group interactions with student/student, student/tutor, student/teacher conferencing, guided reading/writing, and mini-lessons in a basic lab approach. Instruction will include procedural information and functional aspects of the Reading and Writing Workshop approach.

Students are provided time to read and to write in class on self selected books and topics. Independent, small group, and class sharing is an integrated component of every class session which helps promote students' oral and listening skills. Mini-lessons are designed to extend the practical uses of reading and writing. These lectures, discussions, and activities are designed to improve the students' basic skills of reading and writing in preparation for the next level in the Fundamentals of English program (EN100 Reading and EN100 Writing).

VIII. COURSE OUTLINE:

1.0 Overview of Reading/Writing Workshop

- 1.1 Reading Workshop procedures
- 1.2 Reading in class
- 1.3 Journal reaction
- 1.4 Writing workshop procedures
- 1.5 Writing process

2.0 Reading/Writing mini-lessons may include, but are not limited to:

2.1 Vocabulary
- 2.1.1 Word meaning
- 2.1.2 Word in context

2.2 Reading Comprehension
- 2.2.1 Using prior knowledge
- 2.2.2 Recognizing main ideas
- 2.2.3 Recognizing supporting details
- 2.2.4 Understanding sequence
- 2.2.5 Understanding inferences
- 2.2.6 Making predictions and drawing conclusions

2.3 Writing Skills
- 2.3.1 Sentence construction
- 2.3.2 Paragraph organization
- 2.3.3 Types of writing

2.4 Survival Skills in the Workplace
- 2.4.1 Written and oral communication

3.0 Oral/Written Language Skills

- 3.1 Following oral and written directions
- 3.2 Group interaction
- 3.3 Oral presentation
- 3.4 Sharing
- 3.5 Conferencing

4.0 Tools

- 4.1 Dictionaries, Thesauruses, Spelling Handbooks, Grammar Handbooks

5.0 Supplemental resources

- 5.1 Academic Learning Lab
- 5.2 Achievement Resource Center

IX. COURSE COMPETENCIES:

1.0 By explaining the procedures for Reading and Writing Workshop, the student will:

- 1.1 select books of their choice, log-in the title and author in their Independent Reading Record Sheet
- 1.2 read for 45 minutes during class time
- 1.3 react to selections through journal entries
- 1.4 select topics
- 1.5 write an effective paper utilizing the writing process (brainstorm, prewrite, draft, revise, conference, edit, share and final paper)

2.0 After receiving instructions through mini-lessons, handouts, and practice sessions, the student will:

2.1 Vocabulary
- 2.1.1 demonstrate increased general knowledge of words in his/her active vocabulary
- 2.1.2 develop skills in understanding word groups and the meaning of words in context

2.2 Reading Comprehension
- 2.2.1 combine prior knowledge with reading materials
- 2.2.2 read independently through the use of trade books and other relevant reading selections
- 2.2.3 show an understanding of what is read; can read silently for a sustained period of time
- 2.2.4 identify central focus, supporting details and sequencing in paragraphs, short reading selections, and novels
- 2.2.5 make valid inferences
- 2.2.6 predict outcomes and draw accurate conclusions

2.3 Writing Skills
- 2.3.1 recognize basic organizational relationships in sentences and paragraphs
- 2.3.2 understand and demonstrate organization in stories (introduction, body and conclusion)
- 2.3.3 become aware of different types of writing

2.4 Survival Skills in the Workplace
- 2.4.1 improve communication in written and oral form in the workplace

3.0 Oral and Written Language Skills. The student will:

- 3.1 follow oral and written directions
- 3.2 demonstrate appropriate facial expressions, body language and intonation
- 3.3 improve listening and speaking skills through oral presentations and small group and class discussions
- 3.4 be able to share writing with peers
- 3.5 listen attentively and respond to the writing of peers

4.0 Tools. After using the various resources, the student will:

- 4.1 understand how to use a dictionary, thesaurus, spellex, and grammar handbooks effectively

5.0 Supplemental resources. The student will be encouraged to:

- 5.1 utilize the computers and word processing programs in the Academic Learning Lab
- 5.2 utilize the tutorial services of the Achievement Resource Center

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

Post testing is given at the end of the semester. Students must pass the standardized test on the Test of Adult Basic Education (TABE) with a 6.0 to meet exit criteria. Grades issued are P (pass), Z (making progress), and F (failure for excessive absences more than 3 class sessions).

EN100B may be repeated until the student has achieved a 6.0 grade level.

XI. TEXTBOOK REFERENCE:

Supplies

- Chalk, chalk erasers
- Dry-erase markers
- File folders
- Cassette tapes
- Colored markers
- Index cards (3x5 & 5x8)
- Overhead transparency
- Fasteners
- 3.5 computer diskettes

Materials

- Dictionaries
- Thesauruses
- Spellex (spelling handbooks)
- Grammar handbooks
- Recreational reading books
- Communication skills software program

Equipment

- Cassette players
- Chalkboard
- File cabinet w/lock
- Microcomputers and printers
- TV and VCR
- Overhead Projector
- Headphones

XII. VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS:

If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: If this course is not connected to a program, answer questions XIII and XIV.

XIII. (To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?

XIV. What plans does the Department have to recruit and retain students for this course?

RECEIVED APR 2 2 2011

COURSE APPROVAL FORM COVER SHEET

BANNER TERM 201180

Technology and Student Services
SCHOOL

English Department
DEPARTMENT

EN100B- Fundamentals of English/Basic
COURSE ALPHA, NUMBER, TITLE

Polli Huseby/ Lisa Baza-Cruz, Ed.D.
AUTHOR

3/22/11
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Lisa Baza-Cruz, Ed.D.	☑	☐	3/22/2011	NC
REGISTRAR	Patrick L. Clymer	☑	☐	4/20/11	WC
DEAN	Michelle Santos, Ed.D.	☑	☐	4/22/11	NC
LEARNING OUTCOMES COMMITTEE CHAIR	R. Gary Hartz	☑	☐	5/11/11	WC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☑	☐	5/19/11	WC *
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Paper Copy Archived
Banner SCACRS pdf 5/19/11
C: Binder AY Catalog
Electronic MS Word

College Catalog Update
☑ Fall ☐ Spring Yr 2011
5/19/11 MS Word
Banner Dbase

EN100B_ISR_2011-05-19

* Discussed change with Dean Santos — from 3 credits to 4 credits. 60 hours = 4 credits. See p. 4.

AYP 5/19/11

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☐ Identify specific changes not listed above:

1. SLOs approved in May 2010 have been integrated into this course revision

2. Standardized reading test has been changed. TABE Reading Test has been replaced with the Gates MacGinitie Reading Test (Fourth Ed). Only a standardized reading test is to be used for assessment in the course.

II. INTRODUCTION

The course is connected to the following program(s):

This course is a developmental education course that supports the prerequisites needed to meet the General Education requirements of the College. This course is designed to increase students' current reading levels as determined by COMPASS placement test results and assessed through scores attained at the end of the semester from a post-standardized reading test. This course utilizes the components of the Extensive Reading Approach which advocates reading a large quantity of text at the student's level of understanding within the paradigm of reading as a process with multiple opportunities for reading, listening, writing, and discussion. Completion of this course enables student to enroll in EN100R-Fundamentals of English/Reading. Post-test score of 6.0 in EN100B or above will indicate test-out and completion of course.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

This course is designed to meet the needs of those students scoring between 15-37 on the reading section of the placement test who need developmental work in basic English skills. (main emphasis is on reading) prior to entry into Fundamentals of English/Reading (EN100R). Student will work on an individualized basis with the assistance of instructor to increase and improve reading ability. Course offering: As

needed. Prequisite: Score between 15-37 on the currently utilized College placement test (COMPASS) .

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2010-2011** Page Numbers: **175**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. **Demonstrate growth in vocabulary level.**
2. **Improve in comprehension level.**
3. **Show a more positive attitude toward reading.**
4. **Understand the basics of the "reading process."**

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, career, and technical programs. Guam Community College continues to experience an increase in the enrollment of students who lack adequate skills for academic success. This course assists those students who need to improve their basic English skills.

B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.

This course guide will address the changes that support General Education requirements and the need to comply with current college placement test.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

No additional funding needed as costs are directly related to the current maintenance of a classroom library which consists of multi-level authentic reading materials, graded readers, Timed Reading books, audio books, videos, DVDs, cassette players, television and portable stand, DVD/VCR player, reading pens, language masters and standard classroom resources to sustain classroom needs.

B. Personnel requirements (administrative, instructional and support staff) and costs

It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. It is also recommended that instuctors be avid readers themselves, as this will increase their ablilty to guide, motivate, and model effective reading behavior. Regular salary scales(full-time/adjunct) will apply. Office support staff normally provided to faculty is sufficient.

C. Facility requirements and costs

Existing classroom space will be sufficient; however, several classrooms need to be identified to house comprehensive classroom libraries which will be assigned specifically to EN100B faculty.

D. Funding source(s)

This course is part of the locally funded college budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College

An increase in student enrollment results in more sections required, therefore, additional funding needs to be secured as needed.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **As needed**

* Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **As needed**
Every Year

VII. COURSE DESCRIPTION

A. Course
Alpha: **EN**
Number: **100B**

B. Course Title(s)
Long Title: **Fundamentals of English/Basic**
Abbreviated Title (20 characters maximum): **Fund. of Eng/Basic**

C. Contact Hours and Number of Students
Maximum Number of Students: **15**
Lecture Hours: **60**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours:

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: 4 MS 5/19/11 per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s) **Score between 15-37 on the currentCollege placement test**

G. Co-requisites(s) **N/A**

H. Articulation
Secondary Programs/Courses
University of Guam
Others

I. Target Population

Offered for the benefit of those students scoring between 15-37 on the current College placement test (COMPASS) or returning students with reading skill levels below 6.0 as determined by a standardized reading test.

J. Cost to Students (specify any lab fees)

Tuition and Fees

VIII. COURSE DESIGN

This course is designed to meet the needs of underprepared students using the Extensive Reading Approach . Extensive reading can be defined as reading a large quantity of text at the

student's level of understanding. This approach is used to increase students' confidence in their reading ability, reading fluency, and motivation. Students should be engaged in reading related activities throughout the entire class. Crucial to the effectiveness of this method is that the student needs to clearly understand that it is only through a substantial amount of reading will an improvement in overall reading ability be achieved. The course is designed utilizing similar methodology as EN100R-Fundamentals of English/Reading enabling students to make a smooth transition when they test out of this class and move into EN100R.

The main components of this course are as follows:

1. Mini-skill lessons: A short lecture or reading activity. The instuctor will introduce important classroom procedures, expectations, comprehension and vocabulary strategies, and model effective reading as a process behavior.

2. Student Reading: In -class reading may be silent reading (with instructor guidance) and a combination of paired reading, echo reading, or small or large group reading. Material selected can be novels, picture books, poetry, short stories, etc. The material used should be at a level students can understand with instructor assistance. The emphasis is on "general comprehension" (understanding the story as a whole, rather than in individual words or sentences).

Outside of class reading: Students are to read widely and constantly (at least one hour per day). Again, this reading should be self- selected by the student, high interest, and easy-to-read. This reading is monitored carefully by instuctor.

3. Student Response: Students should be provided an opportunity to give meaningful response to what they read. This response can occur through discussion in large group , small group, or one-on-one conferencing with instructor. Response can be written through a variety of creative modes including questionnaires, literary letters, and journals.

4. Guided Vocabulary Study: Students will work on specific individualized vocabulary skills at their reading level. In terms of vocabulary development within whole class reading sessions, new vocabulary will be introduced as needed and reinforced by the instructor.

5. Timed Reading Exercise: A short activity designed to increase reading speed and improve comprehension skills. Instuctor will assign appropriate book level to student and monitor progress.

IX. COURSE OUTLINE

Course is designed to support, promote, and reinforce SLOs:

1. Demonstrate growth in vocabulary level;
2. Improve comprehension level;
3. Show a more positive attitude toward reading; and
4. Understand the basics of the "reading process."

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

1.0 Vocabulary growth

Given extended reading time, mini-skill lessons, and Timed Reading exercises related to vocabulary, students will:

- 1.1 Read extensively, thus developing and increasing vocabulary.
- 1.2 Maintain a personal vocabulary word list for study.
- 1.3 Practice reading words in context.
- 1.3 Be introduced to and practice specific vocabulary related to group reading.

2.0 Improve Comprehesion

Given extensive reading time, Timed Reading exercises, and mini-skill lessions related to comprehension, student will:

2.1 Read extensively, guided by instructor as to appropriate level (utilizing reading scores from standardized test administered at the beginning of the semester) thus improving comprehension.

2.2 Participate in Timed Reading exercises. With placement of student into appropriate level, student will work specifically on comprehension skills, and test-taking strategies with non-fiction reading material.

2.3 Practice specific comprehension strategies to include, but not limited to re-reading, visualizaton, predicting, and use of prior knowledge.

3.0 Improve attitude toward reading

Given extensive reading time, mini-skill lessons, and instructor guidance in the selection of novels for reading, student will demonstrate a more positivie attitude towards reading and its significance and value in their lives:

3.1 Demonstrate an increase in post-attitude survey scores at the end of the semester

4.0 Understand the basics of the "reading process"

Given extensive reading, and mini-skill lessons, and reader response experience students will:

4.1 Self-select novels for reading. Selection should be based upon careful examination of level and interest.

4.2 Incorporate reading time "outside of class" into their daily lives

4.3 Relate to ways in which reading connects with students' lives

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

At the end of the semester, instructor will administer a post-standardized reading test to determine student progress and completion of course based on the following grades:

P- Student has attained a reading grade level of 6.0 or above. Student may enroll in EN100R-Fundamentals of English/Reading.

Z- Student has completed course activities and requirements, grade level scores may show an increase from the previous scores but, has yet to achieve the required 6.0 or above. Student retakes EN100B.

F- Student has extensive absences which significantly affect the students's participation in course activities and requirements.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

There is no textbook for this course, though "Longman Handyman Dictionary" is highly recommended for students and available in the GCC Bookstore. A comprehensive classroom library serves as the resource for varied reading materials. Timed Reading Books--numerous copies levels 1-4 are made available for students at various reading levels.

B. Reference(s) and Bibliography

Barfield, Andrew 2010. "Extensive Reading: from graded to authentic text."

Atwell, Nancy, 2007. "The Reading Zone." Scholastic Professional Books.

Wilhelm, Jeffrey 2001. "Improving Comprehension with Think-Aloud Strategies." Scholastic Professional Books.

Krashen, Stephen 1993. "The Power of Reading." Englewood, Colorado. Libraries Unlimited, Inc.

Atwell, Nancy, 1984. "In the Middle: Writing, Reading, and Learning with Adolescents." Portsmouth, N.H., Brynton/Cook.

C. Equipment/Facilities
N/A

D. Instructional Supplies
Timed Reading Books (Book1 thru Book 4), Jamestown Publishers
Gates-MacGinitie Reading Test level 4 Form S and T, Riverside Publishing
Gates-MacGinitie Reading Test Self-Scorable Answer Sheets, Riverside Publishing
A wide selection and supply of authentic books and graded readers (ordered from a variety of sources)

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?
☐ Yes
☐ No
Comments: **NA**

EN091

FUNDAMENTALS OF COMMUNICATION (3)

A study of listening awareness and techniques for improvement, nonverbal communication; oral communication skills for professional and social situations; public speaking. Course offering: As needed

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate understanding of the communication process and become aware of how to participate in the process.
2. Listen more effectively.
3. Explore how people communicate nonverbally.
4. Gain self-confidence in expressing ideas to others.
5. Apply various communication skills in a variety of individual, group, organizational, and related social settings.

EN100B

FUNDAMENTALS OF ENGLISH-BASIC (3)

This course is designed to meet the needs of those students scoring below 30 on the reading section of the placement test who need developmental work in reading, writing, listening and speaking skills prior to entry into Fundamentals of English-Reading and Writing (EN100R and EN100W). Students will work on a self-paced basis with the assistance of a tutor or instructor to increase and improve reading and writing skills. Course offering: As needed. Prerequisites: Score below a 30 on the currently utilized placement test and a 1 holistic composition score

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary level
2. Improve in comprehension level.
3. Show a more positive attitude toward reading.
4. Understand the basics of the "reading process."

EN100R

FUNDAMENTALS OF ENGLISH/READING (3)

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 thru 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement. Course offering: As needed. Prerequisite: EN100B

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary and comprehension levels.
2. Demonstrate an improved attitude toward reading.
3. Demonstrate a clear understanding and extensive practice of the "reading process".

EN100W

FUNDAMENTALS OF ENGLISH-WRITING (3)

Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in student instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Course offering: As

COURSE GUIDES
GUAM COMMUNITY COLLEGE

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	1 of 8

I. PURPOSE

To increase student reading level to the 10.3 grade level and to assure success in Freshman English (EN110).

II. COURSE DESCRIPTION

A. Contact Hours Per Week

Contact Hours	3
Lab	

B. Duration

Day	
Night	45

C. Number/Type of Credits

CEU	
Carnegie	
Credit Hours	3
Other	

D. Catalog Description

This course is designed to meet the needs of those students who need developmental work in reading skills and comprehension print to entry into a standard post-secondary program of study.

EN100R.CourseGuide.1989

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	2 of 8

E. Target Group

Students who do not meet the reading grade level requirements necessary to be successful in EN110.

F. Diploma, Certificate or Degree Requirements Met by Course

Demonstrated competency of 10.3 grade reading.

The California Reading Test and/or Test of Adult Basic Education (TABE - levels Easy, Medium, and Difficult) are given to determine grade level.

G. Employment Entry or Upgrading

Not applicable.

H. Cost to Students

Supplemental Workbooks, tuition, fees.

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

A. Reading Program

The reading classrooms are designed to meet the individual need of students. Each student is given material at his or her own independent level. The standardized test scores, most reading experts agree, reflect the student's frustration level.
Thus, teachers must drop down two years to obtain the student's independent level at which he or she can work successfully.

1. Reading classes use no single text, basal, or workbook. Students may begin using a kit, book, or workbook after proper pretesting, to ensure appropriate placement.

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	3 of 8

2. Reading instruction follows the prescriptive approach, based on diagnosed student needs. Instructors record each student individualized program on an Individualized Program (I.P.) card. This card is cumulative so that progress is also recorded.

3. In order for the continuity of the GCC Developmental Education Program to be maintained, inservice training is necessary for new instructors. Program design, materials and individualized program planning is included in the training. The training conducted by the program coordinator.

4. Mastery of materials (80% accuracy) must be demonstrated before the student progresses to the next higher level.

5. Student motivation is built into the Reading Lab Program through use of high interest/low reading level materials.

6. Reading instructors and the coordinator meet regularly throughout the school year to discuss new materials and equipment, methods, student problems and progress.

7. Specialized testing is available for students on a referral basis through the Developmental Programs Coordinator.

8. New or transferring students entering Guam Community College are enrolled in Reading classes after an initial screening process is conducted to ensure appropriate class placement. New students are required to take the Test of Adult Basic Education (TABE) placement test before enrolling. UOG placement test results and/or recommendations are accepted for placement.

9. The learning process is student motivated and student centered. Active participation, rather than passive receptivity is required. Responsibility for learning is shifted to the individual students as they become more independent.

10. Realizing the importance of group interaction, skills may be taught in the whole or small group setting. After the skill has been taught, the students are given individual assignment at their independent reading levels for reinforcement.

B. Direct Instruction versus Self Paced Program

1. Students who test below 6.0 grade level on the TABE or California Reading Test, below 50% on the Michigan Aural and earn a 3 rating on the Placement or end of semester composition will be enrolled in classes which offer teacher directed instruction.

   These students need instruction in basic reading skills and vocabulary development before improvement in a self-paced program is possible. The course number for students in this category is EN100A. A class maximum of 15 students is recommended for EN100A.

2. Students who test above the 6.0 grade level will be enrolled in classes which are primarily self-paced. As stated in item number 1 above, specific skill instruction to the whole class or to small groups is then followed by individualized assignments. A class maximum of 25 students is recommended for EN100R. The teacher's role in the self-paced reading.

   a. Placement in appropriate materials, i.e., appropriate level and specific problem areas
   b. Monitoring of assignments
   c. Guidance to higher levels
   d. Direct instruction as the need arises
   e. Evaluation in order to measure progress.

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	5 of 8

IV. PREREQUISITE

A. EN100A

1. NEW STUDENTS - Score below 6.0 reading level on the Placement Test (TABE)

2. RETURNING STUDENTS - Score below 6.0 on EN100A/R the post test (TABE E or M, or CAT).

B. EN100R

1. NEW STUDENTS - Score between 6.1 and 10.3 on the Placement Test (TABE)
2. RETURNING STUDENTS - Score between 6.1 and 10.3 on the Post Test (TABE E or M, or CAT).

V. EVALUATION

A. Student evaluation is continuous (80% accuracy on reading materials) and is used to ensure that students are placed in proper materials in order that progress be made. Progress in reading level will be measured by standardized test scores and/or teacher evaluation. The California Reading Test (CAT) or the TABE are administered as pre and post tests each semester.

Students receive a grade of F, Z or P.

F - Excessive absence - Little effort displayed
Z - Progressing, but has not reached the 10.3 grade level
P - Has attained a 10.3 grade level on a standardized reading test.

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	6 of 8

VI. COURSE OUTLINE

A. GROUP INSTRUCTION:

1. EN100A:

Students referred to EN100A speak, read, and write very little English. This class will be made up of small groups. Instruction will be largely oral with emphasis on exposure to life experiences and vocabulary development. As skills are taught, supplementary materials will be assigned on an individual basis. Group instruction may include, but not be limited to:

a. Alphabetizing
b. Finding Facts
c. Main Idea
d. Sequence in Stories
e. Predicting Outcomes
f. Topic Sentences
g. Using Context Clues
h. Figurative Language
i. Cause and Effect
j. Compare and Contrast

2. EN100R:

Comprehension and Vocabulary lessons are presented to small groups or to the whole class. After the lesson has been presented, assignments are made on an individual basis according to the student's level.

a. Context Clues
b. Main Idea
c. Sequence
d. Inference
e. Following Directions

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	7 of 8

B. INDIVIDUALIZED INSTRUCTION

Individualized instruction is not limited to one single text basal, or kit. After proper pretesting to ensure appropriation placement of students, the student will use a combination of kits, books, workbook, and other instructional materials geared specifically to the student's needs. Students never continue working on material of they do not experience success. The instruction follows the prescriptive approach based on diagnosed student's needs. Mastery of materials (80%) must be demonstrated before the student is allowed to proceed to the next higher level.

VII. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

Reading:

1. Mastery of materials at student's independent reading level before progressing to the next level.

2. Achievement of a 10.3 grade reading level.

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND/OR EQUIPMENT

READING:

Material	Publishing Co.
Reading for Understanding Kit	Science Research Assc.(SRA)
Reading Laboratories	SRA
Specific Skill Series	Barnell Loft
Vocabulary Improvement Practice	Harcourt, Brace, Jovanovich
Wordcraft	Communicad
Recreational Reading Book	Several Publishing Co.
Project Achievement	Scholastic Book Serv.
Real Stories	Globe
Reader's Digest Skill Builders	Reader's Digest
Encounter Series	EMC Pub. Co.
Superstars	Steck-Vaughn Pub. Co.
Explorations	Collier/MacMillan
Chicago Mastery Learning	Mastery Ed. Corp.
World of Vocabulary	Globe
Reading Skills for Adults	Steck-Vaughn Pub. Co.
Sparrow Reading Series	Troll

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100R - Fundamental of English Reading	Developmental Education	S. Liberty	Fall,89	8 of 8

EVALUATION TOOLS

TABE (Levels E, M, D)
California Reading Test

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

GCC Evaluation Survey

GCC CURRICULUM COVER SHEET FOR REQUEST TO REVISE A COURSE WITH

SUBSTANTIVE CHANGES OR ADD A NEW COURSE OR PROGRAM

School of Student Development
Division Title

Developmental Education
Department Title

EN100R-Fundamentals of English-Reading
Program/Course of Study Title

Developmental Education Dept.
Author of the Proposal

Spring 1994
Date Submitted

Type of Proposal: ( ) Program (X) Course ( ) Other

Course Revision
Specify

UNIT	SIGNATURE	APPR/DPPR	DATE
Author	Antonita Blas Dev. Ed. Program Specialist	approved	3/21/94
Department Chair	Lisa Baza-Cruz	approved	4/6/94
Division AAC	[signature]	Approved	4-18-94
Registrar	[signature]	With noted reservations. Approved.	4/18/94
Dean	[signature]	approved	5-23-94
College AAC	[signature]	approved	10/15/94
VPAA	[signature]	Approved	11/21/94
President	Joel T. Cruz	approved	Nov. 22, 1994

Upon approval the original is filed with the VPAA's Office and one copy each to: Author, Department Chair, Registrar, Dean, [redacted]

Transmittal Record:

Author (copy)	Date Sent:	
Department Chair (copy)	Date Sent:	
Registrar (copy)	Date Sent:	
Dean (copy)	Date Sent:	
College AAC (copy)	Date Sent:	
VPAA (original)	Date Filed:	

Sent out 11/23/94 EM

Revised 8/93 FILENAME: SUBSTANT.COV

EN100R_ISR: 1994-11-22

GUAM COMMUNITY COLLEGE

REQUEST TO ADD, REVISE OR DELETE A COURSE

This form must accompany ALL REQUESTS to add, delete or revise a course(s).

This requirement includes individual courses, entry-level courses (units of instruction within a vocational shop); certificate level courses, and associate degree level courses.

I. **TYPE OF ACTION** (Circle appropriate action)

A. Addition (Submit completed course guide---attachment 5)

1. Regular
2. Experimental
3. Other _____(Specify)

B. Deletion (Attach course guide)

(C.) Revision (Submit approved and revised course guide)

1. in credits
2. in title
3. in number
4. in prerequisites
(5.) content
6. other _____(Specify)

II. **NEW COURSE** or **(OLD COURSE)** (indicate)

A. Number **EN100R**

B. Title **FUNDAMENTALS OF ENGLISH-READING**

C. Credits **THREE (3) CREDIT HOURS**

D. Elective _____

E. Required _____

III. COURSE IS REQUIRED FOR THE **Developmental Education** OF THE PROGRAM

Developmental Education DEPARTMENT OF THE **School of Student Development.** DIVISION

V. THIS COURSE (Increase) (Decrease) (Makes No Change) IN THE NUMBER OF CREDITS REQUIRED FOR THE PROGRAM.

VI. PROPOSED DATE OF FIRST OFFERING

VII. CATALOG DESCRIPTION

EN100R-Fundamentals of English-Reading is a course designed to meet the needs of those students scoring below 10.3 reading level on the placement test who need developmental work in reading, vocabulary and comprehension skills prior to entry into EN110-Freshman English.

VIII. REASON FOR ADDITION, (REVISION) DELETION OR OTHER PERTINENT COMMENT.

These curriculum changes reflect adoption of the Reading Workshop Approach.

IX. COST REQUIREMENTS

		Available	Budgeted
A. Staff		x	
B. Equipment		x	
C. Facilities		x	
D. Materials		x	

GUAM COMMUNITY COLLEGE
COURSE GUIDE

COURSE NO. AND TITLE	DEPT.	PREPARED BY:	DATE	PAGE
EN100R FUNDAMENTALS OF ENGLISH-READING	DEVELOPMENTAL EDUCATION	DEVELOPMENTAL EDUCATION DEPARTMENT	SPRING 1994	1 of 8

I. PURPOSE

Fundamentals of English-Reading, a prerequisite to English EN110, is designed to prepare students for the world of reading--college reading, functional reading, and recreational reading. The course covers a wide range of skills and activities to develop and strengthen vocabulary, improve comprehension, increase reading skills and appreciation, and improve critical reading and learning strategy skills.

II. COURSE DESCRIPTION

A. Contact Hours Per Week

Contact Hours:	3 HOURS

B. Duration

Day	45 hrs/Semester
Night	45 hrs/Semester

C. Number/Type of Credits

CEU	
Carnegie	
Credit Hours	3
Other	

D. Catalogue Description

EN100R-Fundamentals of English-Reading is a course designed to meet the needs of those students scoring below 10.3 reading level on the placement test who need developmental work in reading, vocabulary and comprehension skills prior to entry into EN110-Freshman English.

E. Target Group

EN100R will be offered for the benefit of those students reading between a 6.0 and 10.3 reading grade level as diagnosed by the TABE, CAT, or UOG placement test.

F. Diploma, Certificate or Degree Requirement Met By Course

This course is a pre-requisite for only those students whose test scores indicate a need for developmental work in reading prior to EN110-Freshman English.

G. Employment Entry or Upgrading

Reading skills are necessary for employment entry and/or upgrading.

H. Cost to Students

Tuition and Fees

III. COURSE DESIGN

College Reading EN100R is patterned after the curriculum design known as "Reading Workshop" as described in Nancie Atwell's book IN THE MIDDLE. The course enables students to treat reading as a thinking process in which readers interact with reading materials; the teacher acts only as a facilitator. This approach ensures that reading happens by creating a reading environment.

Each lesson is divided into three parts--a mini-lesson, sustained silent reading, and a journal for both student reactions to what they read and teacher dialogue to student writing. The mini-lessons include six major areas of information: reading strategies, genre and types of writing, reading comprehension, group reading/focused reading, authors and the reading process.

The sustained silent reading time, the longest part of the class, provides readers with time to read. Following research by Nancie Atwell and Frank Smith, in order for students to learn to read, they must read. The classrooms are equipped with a library of fiction and non-fiction materials for multi-leveled adult reading.

The journal, a notebook-log kept by each student, is a collection of thoughts and reactions to reading done by the student. Students should not recount plot, but instead, should write on their own feelings, thoughts, and experiences with reading this novel. Students are encouraged to express their thoughts on the author's style, intended audience, purpose, or point of view; to share ideas they have about different books by the same author or comparisons with other books they have read; to interact with the book's characters. The "teacher talk" after each student entry includes responses to students--asking questions, answering questions, sharing thoughts and opinions. The teacher, as Atwell states, "engages in literary gossip" with her students.

The whole course enables students to become not just readers, but active readers. The course is designed to be a resource of information that can be integrated not only with other courses but also with daily living. The course, a whole language approach, provides time and experience for readers in the whole student-teacher, student-student process.

IV. PREREQUISITE

Although there is no required prerequisite subject course, a student must be reading between a level of 6.0 and 10.3 on the TABE and/or UOG Placement test to be enrolled in EN100R.

V. EVALUATION

Progress in reading will be measured by the teacher through standardized tests. The Michigan Aural and the California Achievment Test are administered each semester.

Students receives a grade of P, Z, or F.

P = Has attained a 10.3 or above grade level in reading.

Z = Progressing, but has not reached the level of 10.3 grade in reading.

F = Excessive unexcused absences, more than seven (7) class session missed, little effort displayed.

COURSE NO. AND TITLE	DEPT.	PREPARED BY:	DATE	PAGE
EN100R FUNDAMENTALS OF ENGLISH-READING	DEVELOPMENTAL EDUCATION	DEVELOPMENTAL EDUCATION DEPARTMENT	SPRING 1994	4 of 8

VI. COURSE OUTLINE

1.0 Reading Strategies
- 1.1 How the reader decides what to read
- 1.2 Skimming and skipping
- 1.3 Re-reading a particular book
- 1.4 Predicting
- 1.5 Abandoning
- 1.6 Where to find a book

2.0 Genre and Types of Writing
- 2.1 Novel/Suspense/Romance/Mystery
- 2.2 Short story
- 2.3 Poetry
- 2.4 Drama
- 2.5 Children's literature
- 2.6 Newspaper and magazine
- 2.7 Autobiography and biography
- 2.8 Fiction and non-fiction
- 2.9 Novels vs. movies

3.0 Study Skills and Learning Strategies
- 3.1 Test taking strategies
- 3.2 Using the library
- 3.3 Reference materials
- 3.4 Parts of a book

4.0 Reading Comprehension
- 4.1 Details, description
- 4.2 Main idea, theme
- 4.3 Lead, conclusion
- 4.4 Mood, style
- 4.5 Characterization
- 4.6 Point of view, voice, dialogue
- 4.7 Plot, prediction
- 4.8 Inference, critical reading
- 4.9 Flashback, foreshadow

5.0 The Reader's Process
- 5.1 Strategies for reading
- 5.2 Abandoning a book
- 5.3 Preferences for certain authors-topics
- 5.4 Interaction-author/text/reader

6.0 Class Reading/Teacher's Oral Reading
- 6.1 Oral
- 6.2 Modeling (comparison between oral and silent reading)
- 6.3 Group discussion/comprehension
- 6.4 Listening skills

7.0 Literature Circle
- 7.1 Focused Reading
- 7.2 Small group discussion/shared reading
- 7.3 Listening skills

8.0 Authors
- 8.1 Research
- 8.2 Writing style/purpose
- 8.3 Comparison to other authors

VII. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

1.0 Reading Strategies. The student will:
- 1.1 share names of good authors, title of books and subject/theme.
- 1.2 increase reading speed.
- 1.3 provide reasons for differences noted second time through (around).
- 1.4 predict what will happen next.
- 1.5 determine how and when he wants to change his decision on reading that book.
- 1.6 locate books from other teachers, students, village libraries, the school library and bookstores.

COURSE NO. AND TITLE	DEPT.	PREPARED BY:	DATE	PAGE
EN100R FUNDAMENTALS OF ENGLISH-READING	DEVELOPMENTAL EDUCATION	DEVELOPMENTAL EDUCATION DEPARTMENT	SPRING 1994	6 of 8

2.0 Genre and Types of Writing. The student will:
- 2.1 recognize how we classify fiction and non-fiction through suspense, horror, mystery, adventure, westerns, etc...

3.0 Study Skills/Learning Strategies. The student will:
- 3.1 improve skills for taking objective tests and essays tests.
- 3.2 visit the library for an orientation and hands-on practice with computerized card catalogue, reference materials, and parts of the library.
- 3.3 develop reference skills.
- 3.4 work in pairs, small groups, and large groups.
- 3.5 identify parts of a book.

4.0 Reading Comprehension. The student will:
- 4.1 appreciate how an author writes: title, purpose, audience, style, voice, mood.
- 4.2 recognize the book's lead and conclusion and their importance to the novel.
- 4.3 describe the difference between main idea and supporting details.
- 4.4 understand point of view, dialogue, and narration.
- 4.5 recognize flashback/foreshadowing, timing.
- 4.6 analyze characters.
- 4.7 recognize the parts of plots: exposition, rising action, climax, falling action.

5.0 The Reader's Process. The student will:
- 5.1 experience how reading affects his own life.
- 5.2 confer with teacher and peers about books.
- 5.3 learn about writing and writers.
- 5.4 become aware of choices about books.
- 5.5 react to books orally and in writing.
- 5.6 practice strategies for reading, skimming, skipping, predicting, rereading.

6.0 Class Reading/Teacher's Oral Reading. The student will:
- 6.1 read aloud-teacher/student.
- 6.2 teacher/student models (comparison between oral and silent reading).
- 6.3 improve upon listening skills.

6.4 improve reading comprehension.
6.5 participate in book share.

7.0 Literature Circle. The student will:
- 7.1 relate to a focused reading through events that took place and relates them to personal feelings or experiences.
- 7.2 participate in oral discussion to voice their opinions or findings.
- 7.3 improve listening skills.
- 7.4 improve reading comprehension
  - 7.4.1 appreciate how an author writes: title, purpose, audience, style, voice, mood.
  - 7.4.2 describe the difference in details and main idea.
  - 7.4.3 understand point of view, dialogue and narration.
  - 7.4.4 analyze characters.

8.0 Authors. The student will:
- 8.1 determine their favorite author and conduct research on the person (biographies, autobiographies, etc.).
- 8.2 critique the writing styles of one author to obtain an in-depth understanding/identify purpose.
- 8.3 appreciate an author and justify the reasons for preferring one author over another.

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND/OR EQUIPMENT

1.0 Supplies
- 1.1 chalk
- 1.2 erasers
- 1.3 composition books/spiral notebooks
- 1.4 pens
- 1.5 pencils
- 1.6 binders
- 1.7 index cards
- 1.8 file box

COURSE NO. AND TITLE	DEPT.	PREPARED BY:	DATE	PAGE
EN100R FUNDAMENTALS OF ENGLISH-READING	DEVELOPMENTAL EDUCATION	DEVELOPMENTAL EDUCATION DEPARTMENT	SPRING 1994	8 of 8

2.0 Materials
- 2.1 dictionaries
- 2.2 thesauruses
- 2.3 adult novels
- 2.4 children literature books
- 2.5 picture books
- 2.6 recorded books
- 2.7 newspapers
- 2.8 professional resources
- 2.9 videotapes of books

3.0 Equipment
- 3.1 cassette players
- 3.2 chalkboard
- 3.3 locking file cabinet
- 3.4 overhead projector
- 3.5 T.V./VCR (one for department)
- 3.6 bookracks/bookselves
- 3.7 locking storage cabinet
- 3.8 listening center/headphones

RECEIVED
OCT 1 9 2010

COURSE APPROVAL FORM COVER SHEET

BANNER TERM 201110

Technology and Student Services
SCHOOL

English Department
DEPARTMENT

EN100R-Fundamentals of English/Reading
COURSE ALPHA, NUMBER, TITLE

Lisa Baza-Cruz, Ed.D./Polli Huseby
AUTHOR

October 11, 2010 April 12, 2006
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Lisa Baza-Cruz	☑	☐	10.11.2010	
REGISTRAR	Patrick L. Clymer	☑	☐	10-15-10	WC
DEAN	Michelle Santos, Ed.D.	☑	☐	10-20-10	WC pg IV
LEARNING OUTCOMES COMMITTEE CHAIR	R. Gary Hartz RGH	☑	☐	11.19.10	NC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☑	☐	12-8-10	
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Paper Copy Archived _____
Banner SCACRS pdf 12/8/10
C: Binder AY Catalog _____
Electronic MS Word _____

College Catalog Update
☐ Fall ☑ Spring Yr 2011
12-8-10 MS Word
12-8-10 Banner Dbase

12/8/10
AG

EN100R_INSR-2010-12-08

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII

☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII

☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII

☐ Identify specific changes not listed above:

1. SLO's which were approved in May 2010 have been integrated into this course revision.
2. Additional support to Section II has been provided.
3. Section III mirrors Catalog Description.
4. Section IVD-no changes
5. Section VII –no changes
6. Section VIII -condensed to support Course SLOs.
7. Section IX-rationale for course outline as application to SLOs
8. Section X-SLOs-Detailed
9. Section XI-Means of Assessment-for clarification, added Student retakes EN100R to grade of Z
10. Section XII-Integrated additional support of the components within this section as technology develops and standardized reading test has been identified. Resources also updated to reflect current paradigms which support course description.

II. INTRODUCTION

The course is connected to the following program(s):

This is a developmental education course that supports the General Education requirements. This course is a prerequisite to various certificate and degree programs. This course is designed to increase students' current reading levels as determined by placement test results and assessed through scores attained from post-standardized reading test. Score of 10.6 or above will indicate test-out and completion of course. This course utilizes a literature-based component which features self-selected popular novels utilized within the paradigm of reading as a process with multiple opportunities for reading, writing, and discussion. The course demonstrates to students how effective reading skills enrich all aspects of their lives.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38-67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement. Course offering: As needed. Prerequisite: EN100B.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2010-2011** Page Numbers: 175

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. **Demonstrate growth in vocabulary and comprehension levels.**
2. **Demonstrate an improved attitude toward reading.**
3. **Demonstrate a clear understanding and extensive practice of the "reading process."**

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, vocational and technical programs. Guam Community College continues to experience an increase in the enrollment of students who lack adequate skills for academic success. This course develops the knowledge and expertise of students interested in obtaining and/or improving their English skills, more specifically-reading skills.

B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.

This course guide will address the changes that support General Education requirements and the need to comply with current college placement tests.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

Costs are directly related to the maintenance of each classroom with a wide and comprehensive selection of multi-leveled reading materials to include contemporary

novels, young adult novels, children's books, Timed-Reading books, audio-books, movies, CD and cassette players, television and portable stand, DVD/VHS player, Kindle or Sony Readers, reading pens, language masters, and standard classroom resources to sustain classroom needs.

B. Personnel requirements (administrative, instructional and support staff) and costs

It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. It is also recommended that instructors be avid readers which would support their ability to guide, influence, and model effective reading behavior. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty is sufficient.

C. Facility requirements and costs

Existing classroom space will be sufficient; however, several classrooms need to be identified to house comprehensive classroom libraries which will be assigned specifically to EN100R faculty.

D. Funding source(s)

This course is part of the locally funded college budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College

An increase in student enrollment results in more sections required, therefore, additional funding needs to be secured as needed.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **Spring 2011**
* Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **As needed**
Every Year

VII. COURSE DESCRIPTION

A. Course
Alpha: **EN**
Number: **100R**

B. Course Title(s)
Long Title: **Fundamentals of English/Reading**
Abbreviated Title (20 characters maximum): **Fund. of Eng. /Rdng.**

C. Contact Hours and Number of Students
Maximum Number of Students: **20**
Lecture Hours: **45**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours: **45**

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **3** per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s) **EN100B**

G. Co-requisites(s)

H. Articulation
Secondary Programs/Courses
University of Guam

Others

I. Target Population

Offered for the benefit of those students scoring between 38-67 on the COMPASS placement test or returning students with reading levels between 6.0 and 10.5 as determined by a standardized reading test. To ensure appropriate placement, during the first class session of the semester, instructor will be required to administer the pre-reading test to determine student's appropriate placement into EN100R. If student scores below or significantly above the required placement score, student will be referred to the English Department for enrollment into the appropriate English class.

J. Cost to Students (specify any lab fees)

Tuition and Fees

VIII. COURSE DESIGN

Extended reading (substantial reading within and outside of the classroom environment) has been shown to be one of the most effective methods for improving students' overall reading abilities.

Crucial to the effectiveness of this method, students must recognize that a substantial amount of reading is the way to improve their reading skills and thus meet their reading goals. This course is designed to inspire that level of participation. The class structure used is a modified "reading workshop" approach.

The components consist of the following:

1. Timed Reading Exercise: A short activity designed to increase reading speed and improve comprehension. Instructor will assign appropriate book level to student and monitor progress.

2. Mini-Skill Lesson—a short lecture or activity. Instructor will introduce or model important ideas or strategies critical to or related to the development of reading skills.

3. Extended Silent Reading—students read (self-selected novels), practice, and process strategies introduced through mini-lessons; the instructor will motivate, guide, and monitor student choices and progress on an individual basis.

4. Reading as a Process—the paradigm used which allows students to respond to reading in a meaningful way. Instructor will evaluate degree of vocabulary and comprehension development through these mechanisms: self-selection of novels, reactionary journaling, conferencing, literary letters, large group reading, and large group discussions.

5. Group Activity—student will participate in a whole class reading activity (reading of novel). Instructor will guide this activity, modeling and allowing students to practice strategies presented in mini-lessons toward the development of vocabulary and comprehension skills.

IX. COURSE OUTLINE

Course is designed to support, promote, and reinforce SLOs:

1. **Demonstrate growth in vocabulary and comprehension levels.**
2. **Demonstrate an improved attitude toward reading.**
3. **Demonstrate a clear understanding and extensive practice of the "reading process."**

X. **STUDENT LEARNING OUTCOMES - DETAILED** (based on Course Outline)

1.0 Vocabulary and Comprehension Development

Given mini-skill lessons, extended reading time, Timed Reading exercises, and reader response experiences, student will:

1.1 Participate in Timed Reading exercises to develop reading pace and comprehension
1.2 Demonstrate use of re-reading, abandoning, and prior knowledge as strategies to improve reading comprehension
1.3 Demonstrate use of character development, prediction, inference, and visualization as strategies to improve reading comprehension
1.4 Describe, compare, and evaluate leads, plot, and conclusion of novels
1.5 Identify flashback and foreshadowing
1.6 Discuss, compare, and evaluate dialogue, voice, and point of view
1.7 Identify main idea, detail, and description
1.8 Summarize and react to text
1.9 Describe process to expand vocabulary through extended reading
1.10 Distinguish effective use of dictionary, thesaurus, and electronic devices (as needed)
1.11 Describe and practice use of context clues and educated guessing as vocabulary strategies while reading
1.12 Participate in comprehension and vocabulary skill-building exercises

2.0 Attitude Awareness

Given an attitude survey regarding reading, student will:

2.1 Demonstrate an increase in post-attitude survey scores at the end of the semester

3.0 Reading as a Process

Given mini-skill lessons, extended reading time, Timed Reading exercises, and reader response experiences, student will:

3.1 Select novels for reading, based upon careful examination of level and interest
3.2 Incorporate time for reading outside of class time into their daily lives
3.3 Appraise reading preferences to discover their personal reading style
3.4 Read widely, from a variety of reading sources
3.5 Relate to and elaborate on ways in which reading connects with students' lives
3.6 Identify with characters to "walk in another man's shoes"
3.7 Identify, appraise, and select from a wide selection of genres based upon personal preference
3.8 Identify, locate, and select authors based upon level and personal preference
3.9 Distinguish between and discuss preference of fiction or non-fiction genres

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

At the end of the semester, instructor will administer a standardized reading test to determine student progress and completion of course based on the following grades:

P-Student has attained a grade level of 10.6 or above

Z-Student has completed course activities and requirements, grade level scores may show an increase from the previous scores but, has yet to achieve the required 10.6 or above. Student retakes EN100R

F-Student has extensive absences which significantly affect the student's participation in course activities and requirements

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)

There is no textbook for this course, a comprehensive classroom library serves as the resource for reading material, and therefore, students will be responsible for payment of lost or damaged materials. Timed Reading Books--numerous copies of each book level to ensure availability for students at the various reading levels.

B. Reference(s) and Bibliography

Atwell, Nancie, 1984. "*In the Middle: Writing, Reading, and Learning with Adolescents*, Portsmouth, N.H.: Boynton/Cook.

Frailey, M., Buck-Rodriguez, G., & Anders, P. L., 2009. "Literary Letters: Developmental Readers' Responses to Popular Fiction, *Journal of Developmental Education, 33(4),* 2-12.

Henry, Jeanne, 1995. "*If Not Now: Developmental Readers in the College Classroom.* Portsmouth, N. H.: Boynton/Cook.

C. Equipment/Facilities

Electronic Readers (Kindle or Sony) will need wireless capabilities and accounts for payment (electronically) set up with various vendors who supply e-books (such as Amazon, and IBooks).

D. Instructional Supplies

Timed Readings Books (Book 1 thru Book 10), Jamestown Publishers
Nelson-Denny Reading Test (Form G and Form H), The Riverside Publishing Company
Nelson-Denny Reading Test Self-Scorable Answer Sheets, The Riverside Publishing Company
Large and wide variety of reading materials and other supplies needed to support this course (as listed under Resources)

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes
☐ No

Comments: **English Department does not have an Advisory Committee**

GUAM COMMUNITY COLLEGE
COURSE GUIDE

Course No. & Title	Department	Prepared by	Date	Page
EN100W Fundamentals of English Writing	Language Arts	Sandra Liberty	Fall 1982	1 of 5

I. PURPOSE

To assure improvement of writing skills necessary for success in Freshman English (EN110). The student who completes this course shall display no significant structural errors and no serious confusion of meaning.

II. DESCRIPTION

A. Contact hours per week.

Lecture	3
Lab	
OJT	

B. Duration

Hours	
Day	
Night	45

C. Number/Type of Credits.

CEU	
Carnegie	
Credit Hrs.	0
Other	

D. Catalog Description:

This course is designed to meet the needs of those persons who need developmental work in English (Writing skills) prior to entry into a standard post secondary program of study.

E. Target Group:

Students who have a high school diploma, but do not meet grade level requirements and the writing skill necessary to be successful in EN110.

F. Certificate or Degree Requirements Met by Course:

Demonstrated competency in grammar and writing skill at the level of 70% or better on the SERT Grammar test and/or 10.3 grade level on the language portion of the TABE, plus a "pass" on a written composition judged by at least two instructors. This course may be required as a pre-requisite for EN110 Freshman English.

G. Employment Entry or Upgrading:

N/A

H. Cost to Students:

Workbooks
Textbooks

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

Students enrolled in EN100W are rated and placed in one of the three categories based on test results.

Category 3. Those students who display "Foreign patterns and inflections; consistent non-English word order; consistent major noun and verb inflection errors; consistent misuse of vocabulary.

Category 2. Those students who display errors in: determiners, noun forms, number inflection, tense inflection, modification, verb construction, word order.

Category 1. Those students who display errors in pronoun referent; difficulty with combined sentences patterns; occasional omission of -ed verb marker; preposition error.

Students work at their level of competency and improve by mastering the steps in the course outline. Instruction is individualized and a variety of materials is used.

IV. PREREQUISITES

Students testing below the 10.3 on the TABE (Mechanics and Expression) and do not write a passing composition. UOG placement test results accepted.

V. EVALUATION

Post testing - SERT Grammar test and a written composition. Students are reevaluated each trimester and placed in the appropriate level of competency.

VI. COURSE OUTLINE

Level 3

A. Verbs and Predicates
   1. The verb BE
   2. Verb tense
   3. Regular and Irregular Verbs

B. Nouns, Pronouns, and Subjects
   1. Singular and plural nouns
   2. Pronouns

C. Five Simple Sentence Patterns
   1. S - V (Subject - Verbs)
   2. S - V + DO (Subject - Verb - + Direct Object)
   3. S - V + IO + DO (Subject - Verb + Indirect Object + Direct Object)
   4. S - V + PN (Subject - Verb + Predicate Noun)
   5. S - V + PA (Subject - Verb + Predicate Adjective)

D. To progress to Level 2, the students must apply concepts listes above. They must be able to write sentences for each of the five sentence patterns using correct grammar.

LEVEL 2

A. Review of Verbs and Predicates

1. The Verb BE
2. Verb tense
3. Regular and Irregular Verbs
4. Agreement of subject and Predicate

B. Review of Nouns, Pronouns, and Subjects

1. Singular and Plural Nouns
2. Pronouns
3. Agreement of Subject and Predicate

C. Parts of Speech

1. Adjectives
2. Adverbs
3. Prepositions
4. Conjunctions

D. Sentence Structure

1. Sentence Fragments
2. Phrases
3. Clauses

E. Types of Sentences

1. Simple
2. Compound
3. Complex
4. Compound - Complex

F. To progress to Level I, the students must apply concepts listed above. They must be able to correctly write Simple, Compound, Complex, and Compound - Complex sentences.

LEVEL I

A. Reveiw of Grammar Skills

B. Write a paragraph in Standard English

C. Proof Reading

1. Fragments
2. Run-ons
3. Punctuation
4. Capitalization

D. To pass EN100W, the students must pass the SERT Grammar test with a socre of 70% or better and write a grammatically correct paragraph. The paragraphs are read by at least two instructors.

VII. INSTRUCTIONAL GOALS & DEFINED OUTCOMES

A. LEVEL 3

1. The student will demonstrate the ability to write simple sentences correctly using verbs, predicates, nouns, pronouns, and subjects.
2. The student will demonstrate the ability to write gramatically correct sentences using the five sentence patterns of:

S - V
S - V + DO
S - V + IO + DO
S - V + PN
S - V + PA

B. LEVEL 2

1. The student will retain knowledge of the simple sentence and demonstrate the ability to write more complex sentences.
2. The student will demonstrate the ability to use adjectives, adverbs, prepositions, and conjunctions in sentences.
3. The student will demonstrate the ability to correctly write phrases and clauses and will be able to identify sentence fragments.
4. The student will demonstrate the ability to write simple, compound, complex, and compound-complex sentences.

C. LEVEL 1

1. The student will demonstrate the ability to incorporate sentences into paragraphs.
2. The student will demonstrate the ability to write gramatically correct paragraphs using correct punctuation and capitalization.

VIII. INSTRUCTIONAL SUPPLIES AND MATERIALS

A. LEVEL 3

1. The Simple Sentence in 7 Steps
2. Grammar Kit - SRA

LEVEL 2

1. Mastering the Sentence in 7 Steps - McCormick-Mathers
2. Grammar Kit - SRA
3. Grammar and Mechanics Kits - Continental Press

LEVEL 1

1. Effective English - Book 9 - Silver Burdett

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

The following attachment is for student evaluation of the course. It is to be used by the instructor only for program and course improvement.

COURSE GUIDES
GUAM COMMUNITY COLLEGE

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100W - Fund. of English Writing	Developmental Education	S. Liberty	F'89	1 of 6

I. PURPOSE

To assure improvement of writing skills for success in Freshman English (EN110). The student who completes this course shall display no significant structural errors and no serious confusion of meaning.

II. COURSE DESCRIPTION

A. Contact Hours Per Week

Contact Hours	3
Lab	

Original
~~Old~~ no folder for
Check off
originated before 10/20/97

B. Duration

Day	
Night	45

C. Number/Type of Credits

CEU	
Carnegie	
Credit Hours	3
Other	

D. Catalog Description

This course is designed to meet the needs of those students who need developmental work in English (writing skills) prior to ent... ...to a post secondary program of study.

EN100W_CourseGuide_1989

E. Target Group

Students who have a high school diploma, but do not posses the writing skills necessary to be successful in EN110.

F. Diploma, Certificate or Degree Requirements Met by Course

Demonstrated competency in grammar and writing skill at the level of 70% or better on the Standard English Recognition Test (SERT) Grammar test and/or 10.3 grade level on the language portion of the Test of Adult Basic Education (TABE), plus a "Pass" on a written composition judged by at least two instructors. This course may be required as a pre-requisite for EN110 Freshman English.

G. Employment Entry or Upgrading

Not applicable.

H. Cost to Students

Supplemental, individualized workbooks.

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

The EN100 Writing classes are designed to meet the individual needs of a multi-cultured student population. A class maximum of 25 students is recommended for EN100W. Each semester the instructor designs a method and plan of instruction to meet the needs of the varied population in the class. Different cultures exhibit unique writing deficiencies. For example:

Students whose primary language is Tagalog, Ilacano or another dialect of the Philippines exhibit problems with prepositions, flowery language and sub clause order.

Students whose primary language is Japanese, Chinese or other oriental language have difficulty with articles and word order.

Students whose primary language is Chamorro write very informally and use much slang. Additional problems are with verb tenses and plurals.

Student from Micronesia have difficulty with word order, verb tenses and prepositions.

Because the student makeup of each class varies form semester to semester, a tailored course outline to meet the needs of all students, cannot be written. Instructional goals/outcomes are defined, but each semester instruction must be developed to meet the needs of that semester's population.

Students enrolled in EN100W are rated and placed in one of the three categories outlined below based on test results.

Category 3 - Those students who display "Foreign patterns and inflections; consistent non-English word order; consistent major noun and verb inflection errors; consistent misuse of vocabulary.

Category 2 - Those students who display errors in: determiners, noun forms, number inflection, tense inflection, modification, verb construction, word order.

Category 1 - Those students who display errors in pronoun referent; difficulty with combined sentence patterns; occasional omission of -ed verb marker; preposition error.

Students work at their level of competency and improve by mastering the levels defined in the INSTRUCTIONAL GOALS AND DEFINED OUTCOMES.

IV. PREREQUISITE

A. NEW STUDENTS - Score between 5.1 and 10.3 on the Mechanics and Expression portion of the Placement Test (TABE) and earn a score of 2 or 1 on the composition.

B. RETURNING STUDENTS - Score below 70% on the SERT Grammar Test and earn a score of 2 or 1 on the composition.

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100W - Fund. of English Writing	Developmental Education	S. Liberty	F'89	4 of 6

V. EVALUATION

Post testing - SERT grammar test and a written composition which is graded by two instructors. Students are re-evaluated each trimester and placed in the appropriate level of competency.

Student receive a grade of F, Z, or P.

F - Excessive absence - Little effort displayed

Z - Progressing, but score below 70% on the SERT and earn a 3, 2, or 1 on the final composition.

P - Has attained a 70% or better on the SERT and earned a Pass on the final composition.

VI. COURSE OUTLINE

A. Individualized instruction is the main component of the EN100W course. The instruction follows the prescriptive approach, based on the students needs. The students write a composition at each class session. Compositions are corrected by the instructor and then reviewed individually. Students rewrite compositions correcting the mistakes made in their first draft.

B. Group grammar lessons are presented when the instructor finds that several students are exhibiting the same errors. The emphasis in teaching grammar is by application. Lessons are presented using many examples of parts of speech in sentences, followed by the students writing their own sentences. Grammar Lessons may include instruction in:

1. Nouns
2. Verbs
3. Subject/Verb Agreement
4. Conjunctions
5. Pronouns
6. Adjectives
7. Adverbs
8. Prepositional Phrases

Course No. & Title	Dept.	Prepared By:	Date	Page 5 of 6
EN100W - Fund. of English Writing	Developmental Education	S. Liberty	F'89	

VII. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

A. GRAMMAR RECOGNITION
The student will demonstrate competency in grammar recognition by earning a 70% or better on the Standard English Recognition Test (SERT).

B. COMPOSITION

1. LEVEL 3 -

   a. The student will demonstrate the ability to write simple sentences correctly using verbs, predicates, nouns, pronouns and subjects.

2. LEVEL 2 -

   a. The student will retain knowledge of the simple sentence and demonstrate the ability to write more complex sentences.

   b. The student will demonstrate the ability to use adjectives, adverbs, prepositions, and conjunctions in sentences.

   c. The student will demonstrate the ability to correctly write phrases and clauses and will be able to identify sentences.

   d. The student will demonstrate the ability to write simple, compound, complex, and compound -complex sentences.

3. Level 1 -

   a. The student will demonstrate the ability to incorporate sentences into paragraphs.

   b. The student will demonstrate the ability to write grammatically correct paragraphs including a topic sentence, supporting details and concluding statement.

Course No. & Title	Dept.	Prepared By:	Date	Page
EN100W - Fund. of English Writing	Developmental Education	S. Liberty	F'89	6 of 6

c. The student will demonstrate the ability to write grammatically correct expository, narrative, persuasive and descriptive paragraphs.

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND/OR EQUIPMENT

No adopted text.
Supplementary workbook - "Island English" - Tom Tinkham

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

GCC Evaluation Survey

COURSE GUIDE

DEVELOPMENTAL EDUCATION & TUTORING

DEPARTMENT

SCHOOL OF STUDENT DEVELOPMENT

SCHOOL

EN100-W FUNDAMENTALS OF ENGLISH - WRITING

COURSE ALPHA, NUMBER, TITLE

DEVELOPMENTAL EDUCATION & TUTORING DEPARTMENT

AUTHORS

OCTOBER 1995

DATE SUBMITTED

Please highlight the action to be taken and have the indicated people sign.

RECOMMENDED BY:	* P	A	SR	D	SIGNATURES (SIGN AND PRINT)	DATE SIGNED
					Charlotte Hepler	
AUTHOR	X	X	X	X	Charlotte Hepler	12-7-95
DEPARTMENT CHAIR	X	X	X	X	Charlotte Hepler	12-7-95
CURRICULUM COMMITTEE	X	X	X	X	Barbara J. Bouchard-Miller	1-19-96
REGISTRAR	X	X	X	X	Marie A. Harris MARIE H. GARCIDO	1/31/96
APPROVED BY:						
DEAN	X	X	X	X		2/7/96
ACADEMIC AFFAIRS COMMITTEE		X	X	X		10/30/97
VICE PRESIDENT ACADEMIC AFFAIRS	X	X	X	X		12/9/97
PRESIDENT		X	X	X		

*Dates Piloted: Fall 1989

*Each column represents the signatures required for these actions: Sent Out: 12/9/97 EM

P - Pilot
A - Adopt
SR - Substantive Revision
D - Delete

Recd 2/6/96 TC

COURSE GUIDE

I. TYPE OF ACTION:

Check the type of action which applies. If a previous Course Guide exists, please attach.

A. _____ Pilot

B. _____ Adoption (Attach a copy of the approved pilot Course Guide.)

C. X Substantive Revision: Attach a copy of the course guide to be revised in addition to the revised course guide. The numbers listed next to the changes below may or may not require change. They have been identified as those questions most likely needing addressed if the corresponding change is made. However, the entire course guide should be reviewed for other areas that might need editing, depending on the particular nature of the change to be made.

_____ Change in the number of credit hours: IIIE, VIC, D, E; VII, VIII, IX, X, XI, XII

_____ Change in the prerequisite(s) other than prerequisite(s) for a course(s) offered within your department: IIIE, VIC, D, E, G; VII, VIII, IX, X, XI, XII

X Substantive change in course content: IIIE, VII, VIII, IX, X, XI, XII

_____ Other, Specify

D. _____ Deletion: Complete only IIIA, B, E, VIA-F. Provide any additional documentation which would support the need to delete this course.

II. OBJECTIVES:

Fundamentals of English-Writing is designed to prepare and improve students' writing skills necessary for placement and potential success in EN110-Freshman English. The course provides instruction designed to meet the individual needs of each student based upon where the student is in their writing ability and what the student needs to become a better writer.

III. RATIONALE FOR PROPOSAL:

If this course is not connected to a program answer A, B, C, D and E. If this course is connected to a program, answer E an F only.

A. The reason this proposal should be adopted in light to the educational goals of the College.

N/A

B. The impact of this proposal on student, community, enrollment of other courses and programs, staffing, facilities, equipment, and division budget.

N/A

C. The long-term employment outlook, if applicable, including the number of available positions in the service area for graduates and expected salary level.

N/A

D. The conformity of the course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agencies, State board regulations, professional certification or licensing requirements.

N/A

E. The pilot evaluation: Provide a brief narrative evaluating the pilot period, if this is an action for course adoption.

After piloting, adopted Fall 1981. (Author: Sandy Liberty). Records available.

F. The program requirements (associate degree, certificate) met by this course.

This course does not meet the requirements for an associate degree or certificate. Successful completion must be achieved in order to enter Freshman English which is a requirement for all associate degrees.

IV. RESOURCE REQUIREMENTS AND COSTS:

If this course is not connected to a program, answer A through E. If this course is connected to a program, A through E may be omitted.

A. Identify resources (materials, media, and equipment) and costs needed to accomplish proposal objectives.

Sufficient funding to purchase supplies and materials as listed on pages 7 & 8

B. Estimate personnel requirements (both instructional and support) and costs needed.

Should there be a need for adjunct, Faculty Level III required

C. Identify facility requirements and costs.

N/A

D. Identify funding source(s).

Local Funding
VEA Funding

E. Indicate impact, financial or otherwise, this may have on the School/College.

EN100 Fundamentals of English-Writing is a continuing course within the Developmental Education and Tutoring program.

V. IMPLEMENTATION SCHEDULE:

A. Date of first offering.

August 1981

B. Course deletion: Describe how this course will be phased out. What plans have been made for those students who are (1) currently enrolled in the course, and/or (2) enrolled in a program(s) which require this course?

N/A

VI. COURSE DESCRIPTION:

A. COURSE: Alpha EN Number 100

B. COURSE TITLE(S):

LONG TITLE:

Fundamentals of English - Writing

ABBREVIATED TITLE: (25 character maximum)

Fund. of English - Writing

C. Contact Hours per semester:

Lecture hours	45
Lab hours	
Clinical	
TOTAL HOURS	45

D. Duration:

Secondary course: _____ period(s) per day for _____ day(s) per week for _____ semester(s).

E. Number/Type of Credits:

Carnegie Units:	_____ per semester
Semester Hours:	3 per semester
CEUs:	_____ per course

F. Catalogue:

Description:

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)
Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in a student-instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Prerequisite: Students scoring 4, 3, 2, or 1 on the composition sample and below 10.3 on Mechanics and Expression on the TABE or UOG placement test.

Revision: (1994-1995 GCC Catalogue, page 67)

G. Prerequisite(s):

Placement Test

H. Corequisite(s):

None

I. Articulation:

1. Secondary Programs/Courses
2. University of Guam's course EN087
3. Others

J. Cost to Students:

Tuition and Fees

K. Target Population:

EN100W will be offered for the benefit of those students whose writing skills indicate a need for developmental instruction and practice in writing skills of English as diagnosed by the TABE, or UOG placement test.

VII. COURSE DESIGN:

The course Fundamentals of English-Writing (EN100W) will introduce students to the writing process. This process includes a series of ongoing, interconnected activities involving prewriting, writing, revision, editing and publishing. Mini-lessons, individualized guided writing, instructor-student conferencing, student-student conferencing, and group sharing will facilitate a better understanding of the writing process.

Instruction will include procedural information, the craft of writing techniques, and improving and evaluating student's existing writing skills. Group activities may be incorporated throughout the semester.

Students are provided time to write in class. During this time the following may occur:

1. Pre-writing strategies

2. Writing
   a. beginning new pieces
   b. continue work in progress
   c. revising
   d. rewriting/editing drafts
   d. finalize drafts

3. Conferencing
   a. self
   b. student-student
   c. instructor-student

4. Small group activities

Group sharing may conclude a class session. Students and the instructor may share parts of their writing with each other. Students will read, react to, and discuss their writing.

The entire course enables students to become not just writers, but active writers. The course is designed to be a resource of information that can be integrated not only with other courses but also with daily living. The course provides time and opportunities for students to engage in the writing process.

VIII. COURSE OUTLINE:

1.0 Writing Workshop
- 1.1 Components
  - 1.1.1 Mini-lessons
  - 1.1.2 Student writing
  - 1.1.3 Conferencing
  - 1.1.4 Group sharing
- 1.2 Procedures
  - 1.2.1 Writing folders
  - 1.2.2 Conferencing

2.0 Mini-Lessons
- 2.1 The Writing Process
  - 2.1.1 Prewriting
  - 2.1.2 Drafting
  - 2.1.3 Revising
  - 2.1.4 Editing
  - 2.1.5 Sharing
  - 2.1.6 Publishing
- 2.2 Getting Ready To Write
  - 2.2.1 Free writing
  - 2.2.2 Brainstorming
  - 2.2.3 Topic search
  - 2.2.4 Listing
  - 2.2.5 Clustering/Mapping
  - 2.2.6 Outlining
- 2.3 Craft
  - 2.3.1 Leads
  - 2.3.2 Conclusions
  - 2.3.3 Transitions/Fluency
  - 2.3.4 Word choice
  - 2.3.5 Dialogue
  - 2.3.6 Conventions
  - 2.3.7 Voice
  - 2.3.8 Audience
  - 2.3.9 Point of view
- 2.4 Tools
  - 2.4.1 Dictionaries
  - 2.4.2 Thesauruses
  - 2.4.3 Spellers
  - 2.4.4 Grammar handbooks
- 2.5 Types of Writing
  - 2.5.1 Writing to inform
  - 2.5.2 Writing to describe
  - 2.5.3 Writing to tell
  - 2.5.4 Writing to compare/contrast
  - 2.5.5 Writing to persuade

3.0 Supplemental Resources
- 3.1 Academic Learning Lab
- 3.2 Achievement Resource Center

4.0 Evaluation
- 4.1 SERT (Standard English Recognition Test)
- 4.2 Major papers
- 4.3 Final composition

IX. COURSE COMPETENCIES:

This list constitutes the minimum competencies basic to this course.

1.0 After being introduced to the Writing Workshop approach, the student will self-select topics, write an effective paper utilizing the writing process, confer with other students and actively participate in writing/ group activities:
- 1.1 Utilizing the following components of the Writing Workshop, students will improve their compositions by participating in:
  - 1.1.1 a brief lesson of 5-15 minutes called a mini-lesson
  - 1.1.2 writing in class for a majority of the session
  - 1.1.3 conferencing with peers and the instructor
  - 1.1.4 sharing their writing in small or large groups
- 1.2. Utilizing the following procedures the student will:
  - 1.2.1 store compositions in individual writing folders
  - 1.2.2 improve writing through conferencing with peers as well as the instructor

2.0 After receiving instruction through mini-lessons the student will:
- 2.1 utilize the components of the writing process to improve their writing. These include:
  - 2.1.1 prewriting strategies
  - 2.1.2 a minimum of 3 drafts for composition
  - 2.1.3 revising each draft of writing per content
  - 2.1.4 editing draft for grammar, punctuation, and spelling
  - 2.1.5 sharing orally 1 of their final compositions
  - 2.1.6 publishing all final compositions on the computer
- 2.2 be introduced to a variety of getting ready to write techniques which include:
  - 2.2.1 freewriting
  - 2.2.2 brainstorming
  - 2.2.3 topic search
  - 2.2.4 listing
  - 2.2.5 clustering/mapping
  - 2.2.6 outlining
- 2.3 develop the craft of writing by:
  - 2.3.1 adequately using effective leads (typical, reaction, dialogue and action)
  - 2.3.2 adequately concluding papers
  - 2.3.3 utilizing transitions
  - 2.3.4 showing proficiency in organizing and expressing ideas using appropriate word choice
  - 2.3.5 using dialogue when appropriate
  - 2.3.6 following the rules of standard written English
  - 2.3.7 demonstrating an understanding of voice through humor, sarcasm, element of surprise, poetry and practical writing
  - 2.3.8 demonstrating an awareness of audience
  - 2.3.9 recognizing the first, second and third person points of view

2.4 utilize various writing tools such as:
- 2.4.1 a dictionary
- 2.4.2 thesaurus
- 2.4.3 spellers
- 2.4.4 grammar handbooks

2.5 recognize the various types of writing:
- 2.5.1 Informative writing
- 2.5.2 Descriptive writing
- 2.5.3 Narrative writing
- 2.5.4 Comparative writing
- 2.5.5 Persuasive writing

3.0 After being made aware of the supplemental resources, the student will be encouraged to utilize:
- 3.1 word processing in the Academic Learning Lab
- 3.2 tutorial services of the Achievement Resource Center

4.0 The student will be evaluated using the following assessment tools:
- 4.1 score 70% or higher on the SERT (Standard English Recognition Test)
- 4.2 complete 4 major papers
- 4.3 write a passing composition

X. EVALUATION METHODS, CRITERIA, AND STANDARDS

The Holistic grading method will be used to determine progress for each of the student's compositions. The following grading system will be utilized.

The student will receive a grade of P, Z, or F.

P = Passing--70% or higher on SERT, PASS on the final composition and the completion of 4 major papers.

Z = Progressing--but has not reached the scores required to pass. The student will repeat the class until standards are achieved.

F = Failure--excessive absences (more than three class sessions), or little effort displayed.

XI. TEXTBOOK REFERENCE:

A. Materials for Writing and Publishing
1. Paper
   a. lined papers (various sizes, colors and types)
   b. ditto paper
   c. colored bond
   d. index cards
   e. post-it notes, labels

2. Writing implements of various sizes, colors and styles
   a. regular pencils
   b. ball point pens
   c. markers (broad-tipped, fine-tipped, italic, etc.)
   d. overhead transparency markers

3. General supplies and equipment
   a. storage cabinets
   b. fasteners (brass)
   c. erasers (ink and pen)

d. Wite-out liquid
e. hole punchers/2 & 3 hole
f. staplers
g. staples
h. staple removers
i. paper clips
j. scissors
k. transparent and masking tape
l. rubber bands and thumbtacks
m. overhead projector and transparencies and markers
n. trays or boxes for writing ready for editing, publishing, photocopying, or portfolios
o. file cabinet and storage space
p. student folders
q. diskettes
r. computers
s. word processing software

4. Resource and reference materials
   a. dictionaries, spellers
   b. grammar usage handbooks
   c. thesauruses
   d. resource texts

XII. **VOCATIONAL STUDENT ORGANIZATIONS AND/OR PROFESSIONAL ORGANIZATIONS:** If applicable, list the VSOs and/or professional organizations students enrolled in this course may join.

NOTE: **If this course is not connected to a program, answer questions XIII and XIV.**

XIII. **(To be answered only if this is an occupational course.) What plans does the Department have to inform non-vocational faculty and staff about the program for the purpose of generating support, guidance, and interdisciplinary educational opportunities?**

XIV. **What plans does the Department have to recruit and retain students for this course?**

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidat Guahan

RECEIVED
MAR 27 2012

COURSE APPROVAL FORM COVER SHEET

BANNER TERM 201280

Technology and Student Services
SCHOOL

English
DEPARTMENT

EN100W-Fundamentals of English/Writing
COURSE ALPHA, NUMBER, TITLE

Desiree T. Ventura and English Department
AUTHOR

03/19/2012 October 1995
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Lisa Baza-Cruz, Ed. D. LBC	☑	☐	3/19/2012	NC
REGISTRAR	Patrick L. Clymer PLC	☑	☐	3/26/12	NC
DEAN	Dr. Michael Chan for Dr. Virginia Tudela	☑	☐	3/29/2012	NC
LEARNING OUTCOMES COMMITTEE CHAIR	Eric K.L. Chong	☑	☐	5/8/12	NC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☑	☐	5/8/12	WC p.8
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

Paper Copy Archived
Banner SCACRS pdf 5/8/12
C: Binder AY Catalog
Electronic MS Word

College Catalog Update
☑ Fall ☐ Spring Yr 2012
5/8/12 MS Word
Banner Dbase

EN100W_ISR_2012-05-08

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

EN100W-Fundamentals of English/Writing is a developmental course that supports the General Education requirements. This course is a prerequisite to various certificate and degree programs, but is not connected to a particular program. However, successful completion must be achieved in order to enter EN 110 – Freshman Composition, which is a requirement for all associate degrees. This course demonstrates to students how effective reading and writing skills enrich all aspects of their lives.

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.
Course Description:

Students work toward improving their writing skills. Instruction is individualized to meet each student's level of ability. EN100W focuses on writing as a process, conferencing with peers and the instructor, and using critical thinking skills to improve written work.

Students with a composition score below 4 from a prior EN100W course are required to retake EN100W until the required composition score of "Pass" is achieved. Students may enroll in both EN100R and EN100W if they earn a score of 62-67 on the reading component of the COMPASS placement test. Students are placed into EN100W if they received a grade of "P" in EN100R-Fund. Of English/Reading, or are reading at the 9.0 or above grade level based on the Nelson-Denny reading test and currently enrolled in EN100R, or earn a score of 68-100 on the reading component, 0-100 on the writing component, and 0-5 on the essay component of the COMPASS placement test.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2011-2012** Page Numbers: **133-134**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. **Demonstrate an improvement in their overall writing abilities.**
2. **Submit prewriting drafts, outlines, rough drafts, revisions, and final drafts as evidence of using the writing process.**
3. **Utilize a word processing program to facilitate writing.**

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

Guam Community College is mandated to provide career and technical education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of academic, career, and technical courses and programs. This developmental education course develops the reading, writing and critical thinking skills of students needed as a foundation to successfully function in EN110: Freshman Composition, which is required within all career-technical programs offered at the Guam Community College.

B. An assessment of Industry or Community need

Reading and writing are basic communication skills that are inherent within all industry and community needs.

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
NA

D. Results of course and course guide evaluation.

This course was last revised in 1995. Updating this course is to satisfy the College requirement for course currency and the inclusion of Student Learning Outcomes. The course revisions are in response to feedback from English Department faculty, students, and IDEA Group Summary Report.

The Report indicates that "when the percentage of classes with ratings at or above the converted score of the IDEA database exceeds 60%, the Group's overall effectiveness is perceived as unusually high. *Progress on relevant objectives (63%), excellence of teacher (69%), excellence of course (69%) and summary evaluation (69%)* are all above 60%, indicating that the effectiveness of EN100W classes is highly perceived." Thus, the modified writing workshop approach continues to operate as the foundation of course methodology. This approach supports the instructor's ability to provide students with instruction tailored to their individual writing abilities.

This course guide will address the changes that support General Education requirements and the need to comply with the current College placement test.

E. Program requirements (associate degree, certificate, diploma) served by this course
N/A

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

Supplemental Resources, such as textbooks and class novel sets, will be purchased, as requested by EN100W faculty, to augment course, instructional, and learning activities. Additional resource materials (such as handouts specific to writing skills) will be developed by faculty to facilitate the instruction of this course; these resources will be housed within the department office. A multi-media projector should be secured for rooms housing EN100W courses; currently, room C4. Costs: $6,000.00 from the English Department Budget 7760.

B. Personnel requirements (administrative, instructional and support staff) and costs

This course will be taught by full-time faculty who are assigned to the English Department and/or by adjunct faculty who have knowledge and expertise within the field of English and Composition. Regular salary scales (full-time/adjunct) will apply. The office support staff currently provided to the English Department's faculty is sufficient.

C. Facility requirements and costs

Classes will be taught in a room with at least 20 computers with Word Processing Applications installed, a printer, and a multi-media projector. Due to the continued increase in enrollment, the department will pursue additional classrooms.

D. Funding source(s)

This course will be part of the locally funded budget to the College. Students will pay the usual tuition and fees. Resources and materials listed in section A to come from the English Department's Budget 7760.

E. Impact, financial or otherwise, this course may have on the School/College

The English Department developed and adopted a clearly defined rubric to be used to assess student writing. This rubric will guide the consistent scoring of final writing pieces and the administration of final grades.

In addition, an increase in the COMPASS reading score and Nelson-Denny reading score required for admittance into EN100W will improve student performance in this course.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **Fall 2012**

- Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **As Needed**
Every Year

VII. COURSE DESCRIPTION

A. Course
Alpha: **EN**
Number: **100W**

B. Course Title(s)
Long Title: **Fundamentals of English - Writing**
Abbreviated Title (20 characters maximum): **Fund. Eng. Writing**

C. Contact Hours and Number of Students
Maximum Number of Students: **20**
Lecture Hours: **45**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours: **45**

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **3** per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s): **Students with a composition score below 4 from a prior EN100W course are required to retake EN100W until the required composition score of "Pass" is achieved. Students may enroll in both EN100R and EN100W if they earn a score of 62-67 on the reading component of the COMPASS placement test. Students are placed into EN100W if they received a grade of "P" in**

EN100R-Fund. Of English/Reading, or are reading at the 9.0 or above grade level based on the Nelson-Denny reading test and currently enrolled in EN100R, or earn a score of 68-100 on the reading component, 0-100 on the writing component, and 0-5 on the essay component of the COMPASS placement test.

G. Co-requisites(s)
H. Articulation
Secondary Programs/Courses
University of Guam
Others
I. Target Population
Students who need to improve their writing skills prior to enrolling in EN 110 - Freshman Composition.
J. Cost to Students (specify any lab fees)
Tuition and fees. No textbook required.

VIII. COURSE DESIGN

Fundamentals of English-Writing (EN100W) will introduce students to the writing process via a series of ongoing, interconnected activities that involve reading and discussing sample essays, prewriting, writing, revision, editing and publishing. Mini-lessons, individualized guided-writing, instructor-student conferencing, student-student conferencing, and group sharing will facilitate an increased proficiency in their ability to engage in the writing process. The instruction of this course will include: procedural information, techniques and strategies to assist in the completion of writing tasks, and continuous evaluation of the student's evolving writing ability.

Students will read sample essays and discuss the techniques and strategies employed by a variety of authors; these essays will serve as models for student understanding.

Students are provided time to write within class sessions; in-class writing time may incorporate steps within the writing process, group activities, or group sharing.

IX. COURSE OUTLINE

1.0 Writing as a Process
2.0 Exploring the Essay
3.0 Critical Thinking Skills
4.0 Grammar
5.0 Types of Essays
6.0 Word Processing

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

At the completion of the course, students will be able to:

1.0 Demonstrate Writing as a Process
1.1 Apply prewriting strategies and techniques.
1.1.1 Discuss the essay topic's significance.

1.1.2 Propose possible thesis statements, supporting examples, and supporting discussion.

1.1.3 Organize an outline.

1.2 Compose essay drafts.

1.3 Revise essay drafts.

1.3.1 Identify essay content in need of revision.

1.3.2 Transfer feedback from instructor conference to revision.

1.4 Assess draft revisions before final submission.

1.4.1 Identify errors in conventions-punctuation, word choice, sentence structure, grammar and spelling.

1.5 Produce final drafts for submission.

2.0 Explore the Essay/Integration of Sample Model Pieces

By reading sample essays and discussing the techniques and strategies employed by authors, student will begin to:

2.1 Compose effective introductions.

2.1.1 Explain the topic's significance.

2.1.2 Explain the context in which the essay's topic will be discussed.

2.1.3 Develop a clear thesis statement that accurately responds to the writing prompt.

2.2 Compose Successful Supporting Paragraphs.

2.2.1 Create paragraphs that focus on single ideas to advance the thesis.

2.2.2 Produce logical transitions.

2.2.3 Support main ideas with relevant discussion and specific examples.

2.3 Compose Effective Conclusions

2.3.1 Connect supporting ideas and the thesis.

2.3.2 Recall the topic's significance.

2.3.3 Develop closing remarks.

3.0 Demonstrate Critical Thinking Skills

By reading sample essays and discussing the techniques and strategies employed by authors, student will begin to:

3.1 Differentiate between Narrative, Comparative, Persuasive, and Reflective essays and prompts

3.2 Compare and contrast opposing arguments and perspectives.

3.3 Appraise the written work of others.

4.0 Control of Standard Written English Conventions

4.1 Identify run-on and fragmented sentences.

4.2 Identify errors in verb-tense.

4.3 Identify errors in punctuation.

4.4 Apply correct grammatical conventions to written work.

4.5 Earn a score of 70 or higher on the Standard English Recognition Test (SERT)

5.0 Produce Different Types of Essays

5.1 Compose a Narrative Essay.

5.2 Compose a Comparative Essay.

5.3 Compose a Persuasive Essay.

5.4 Compose a Reflective Essay.

6.0 Use of Word Processing Application.

6.1 Apply corrections (if appropriate) from the application's spelling and grammar check to written work.

6.2 Use various formatting options when composing written work.

6.3 Use an electronic thumb/flash drive.
6.4 Complete Final Drafts with the use of a word processing application.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

The Holistic grading method will be used to determine progress for each of the student's essays utilizing the Writing Evaluation Rubric.

A final composition exam is administered at the end of the semester. The English DC will provide final essay prompts. To ensure a non-bias review of papers, final compositions exams will be reviewed by an additional faculty member within the English department. This paper is returned to the instructor, who will administer the final score and grade.

At the end of the course, the student will receive a grade of P, Z, or F. A grade of P (Pass) indicates the completion of course requirements; Z (Progressing) indicates the student has made progress, however, the student has yet to achieve the competencies required and must retake EN100W; and F (Fail) indicates that the student did not meet the requirements of the course.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
N/A

B. Reference(s) and Bibliography
Various resources (books focused on basic college writing skills) are available in the department office, and as new resources are reviewed or requested, department will purchase as funds allow.

C. Equipment/Facilities

Additional classrooms with a minimum of 20 computers must be pursued in order to accommodate increased enrollment at the College.

D. Instructional Supplies

Basic instructional supplies will be provided by the English Department.

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes
☐ No
Comments:NA

EN081 LITERATURE SURVEY (3)

This course is designed to familiarize the student with a selection of writings by noted authors of the shorter genre of Literature: the short story, poetry, the essay, and short dramatic selections. Areas of instruction include the structure of and literary elements contained in these genre, reading comprehension, vocabulary development, and Literature-based composition. Course offering: As needed. Prerequisites: The student must have successfully completed Junior English (second semester), or be recommended to the class by a counselor or a Language Arts teacher

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

1. Differentiate between literary forms to include a short story, play, lyric poem, personal narrative, and essay.
2. Identify plot, character, point of view, setting, mood, irony and satire, and theme.
3. Demonstrate information gathering skills and composition skills.

EN091 FUNDAMENTALS OF COMMUNICATION (3)

This course is a study of communication and speech, and introduces students to the ongoing, everchanging process of communication. This course will focus on the basic channels of communication, the principles of interpersonal communication, communication within groups, and the process of preparing and delivering speech presentations. Course offering: As needed

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

1. Apply oral communication skills and participate in the communication process.
2. Demonstrate effective listening and nonverbal skills.
3. Develop and present speeches for a variety of purposes.

EN100B FUNDAMENTALS OF ENGLISH-BASIC (4)

This course is designed to meet the needs of those students scoring between 15-37 on the reading section of the placement test who need developmental work in basic English skills. (main emphasis is on reading) prior to entry into Fundamentals of English/Reading (EN100R). Student will work on an individualized basis with the assistance of instructor to increase and improve reading ability. Course offering: As needed. Prequisite: Score between 15-37 on the currently utilized College placement test (COMPASS).

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary level
2. Improve in comprehension level.
3. Show a more positive attitude toward reading.
4. Understand the basics of the "reading process."

EN100R FUNDAMENTALS OF ENGLISH/READING (3)

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 - 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement. Course offering: As needed. Prerequisite: EN100B

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary and comprehension levels.
2. Demonstrate an improved attitude toward reading.
3. Demonstrate a clear understanding and extensive practice of the "reading process".

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)

Students work toward improving their writing skills in this course. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in student instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Course offering: As needed. Prerequisites: Students scoring above 35 on the reading section of the currently utilized placement test and 4, 3, or 2, on the composition sample or UOG placement test, EN100R

Student Learning Outcomes (SLOs):
Upon successful completion of this course, students will be able to:

1. Demonstrate improvement in their overall writing abilities.
2. Demonstrate a clear understanding and extensive practice of the "writing process."
3. Utilize word processing applications to facilitate the writing process.

EN110 FRESHMAN COMPOSITION (3)

Emphasizing critical reading, writing, and thinking, this course focuses on communicating clearly and effectively, using standard written English in an academic setting, as well as in other communities. Students will practice exploring ideas, conveying information, and adopting a persuasive stance in writing. They will demonstrate logical reasoning, adequate factual support, clarity, organization, and appropriate language choices in their writing. Course offering: As needed. Prerequisite: Placement into EN110 or successful passing of EN100R, EN100W

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Employ the writing process (invention, drafting, revising) and writing strategies.
2. Demonstrate understanding of the connection between reading and writing.
3. Identify and apply the connection between an author's purpose, audience, and strategies.
4. Compose essays using prose patterns in narration and description, exposition, cause and effect, and argument and persuasion.
5. Identify and apply critical thinking skills.

EN111 WRITING FOR RESEARCH (3)

This course is a continuation of EN110. Emphasis is placed on accuracy of information, meticulous observance of format, and clarity and effectiveness in written English. Students will develop critical reading skills and learn the techniques of both primary and secondary research. Prerequisite: Students must complete EN110 with a "C" or better before enrolling in this course

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Generate a focused and mature thesis.
2. Engage in primary and secondary research.
3. Report, analyze, argue, paraphrase and summarize.
4. Coherently synthesize information from multiple sources.
5. Evaluate sources intelligently and apply proper documentation.

EN125 INTRODUCTION TO SPEECH (3)

This course surveys speech communication theories, concepts and skills existing in interpersonal, intercultural, small group, and organizational interactions, as well as oral public presentations. This course offers a combination of humanistic and pragmatic approaches to understanding and evaluating communication. A significant portion of the course covers the preparation and presentation of oral assignments (speeches). Course offering: As needed. Prerequisite: Placement into EN110 or successful passing of EN100R/W.

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate listening and information gathering skills.
2. Explain the differences in cultural communication patterns.
3. Apply oral communication skills through actual applications.
4. Develop and deliver speeches for a variety of purposes.

EN194 TECHNICAL REPORT WRITING (3)

This course prepares students to write for business, industry, and professions. Students will engage in the writing and speaking process and will develop examples of technical "products" including letters, memos, formal reports, interviews, and oral presentations. Course offering: As needed. Prerequisite: EN110

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Communicate effectively in written form for specific situations.
2. Communicate effectively in written form for a definite purpose.
3. Communicate effectively in written form to enable the reader to react.

GUAM COMMUNITY COLLEGE
TRADES AND PROFESSIONAL SERVICES
English Department
EN100W-Fundamental of English/Writing
Writing Evaluation Rubric

The ***"Pass" PAPER*** shows that the writer is confident with his/her writing skill. The essay has one clear, well-focused topic; the main ideas are well supported by vivid and accurate details. The essay has an inviting and appropriate introduction, followed by relevant information presented in a logical order. Furthermore, the essay closes with a strong and convincing conclusion. The author's purpose of writing is very clear and there is strong evidence of attention to audience. The author uses sophisticated vocabulary and phrases; sentences are well constructed and vary in structure and length with minimal grammatical and mechanical errors.

The ***"3" PAPER*** may have a focused topic, but the main ideas are not well supported by detailed information. Organization is evident: the introduction, body/supporting paragraphs, and conclusion are included, but the ideas are not clearly conveyed to the reader. The author does show some attention to audience, especially with accurate and vivid words and phrases, yet the choice and placement of words is inaccurate and at times overdone (or underdone). The use of jargon and clichés detracts from the writing piece. The author makes a number of errors in grammar, mechanics, and spelling, which distract from the reader's ability to comprehend the essay.

The ***"2" PAPER*** may have one topic, but the main ideas may be unclear. Introduction and conclusion are included, though overall organization seems random and is questionable. The author uses words that communicate clearly, but the writing lacks fluency and variety. The purpose of the author is somewhat clear, but there is little evidence of an organizational plan and attention to audience. Errors in grammar, mechanics, and/or spelling are abundant and interfere with the reader's understanding of the essay.

The ***"1" PAPER*** is found to be lacking in development and purpose. The topic and main ideas are not stated clearly and suffer from limited vocabulary. Organization is questionable: there is no clear introduction, structure, and conclusion. Lastly, the author makes numerous errors in grammar, mechanics, and/or spelling that are so severe that the writer's ideas are difficult or impossible to understand.

GUAM COMMUNITY COLLEGE
School of Technology & Student Services
English Department
EN100W-Fundamental of English/Writing
Writing Evaluation Rubric

The ***"Pass" PAPER*** shows that the writer is confident with his/her writing skill. The essay has one clear, well-focused topic; the main ideas are well supported by vivid and accurate details. The essay has an inviting and appropriate introduction, followed by relevant information presented in a logical order. Furthermore, the essay closes with a strong and convincing conclusion. The author's purpose of writing is very clear and there is strong evidence of attention to audience. The author uses sophisticated vocabulary and phrases; sentences are well constructed and vary in structure and length with minimal grammatical and mechanical errors.

The ***"3" PAPER*** may have a focused topic, but the main ideas are not well supported by detailed information. Organization is evident: the introduction, body/supporting paragraphs, and conclusion are included, but the ideas are not clearly conveyed to the reader. The author does show some attention to audience, especially with accurate and vivid words and phrases, yet the choice and placement of words is inaccurate and at times overdone (or underdone). The use of jargon and clichés detracts from the writing piece. The author makes a number of errors in grammar, mechanics, and spelling, which distract from the reader's ability to comprehend the essay.

The ***"2" PAPER*** may have one topic, but the main ideas may be unclear. Introduction and conclusion are included, though overall organization seems random and is questionable. The author uses words that communicate clearly, but the writing lacks fluency and variety. The purpose of the author is somewhat clear, but there is little evidence of an organizational plan and attention to audience. Errors in grammar, mechanics, and/or spelling are abundant and interfere with the reader's understanding of the essay.

The ***"1" PAPER*** is found to be lacking in development and purpose. The topic and main ideas are not stated clearly and suffer from limited vocabulary. Organization is questionable: there is no clear introduction, structure, and conclusion. Lastly, the author makes numerous errors in grammar, mechanics, and/or spelling that are so severe that the writer's ideas are difficult or impossible to understand.

EN081 LITERATURE SURVEY (3)

This course is designed to familiarize the student with a selection of writings by noted authors of the shorter genre of Literature: the short story, poetry, the essay, and short dramatic selections. Areas of instruction include the structure of and literary elements contained in these genre, reading comprehension, vocabulary development, and Literature-based composition. Course offering: As needed. Prerequisites: The student must have successfully completed Junior English (second semester), or be recommended to the class by a counselor or a Language Arts teacher

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Differentiate between literary forms to include a short story, play, lyric poem, personal narrative, and essay.
2. Identify plot, character, point of view, setting, mood, irony and satire, and theme.
3. Demonstrate information gathering skills and composition skills.

EN091 FUNDAMENTALS OF COMMUNICATION (3)

This course is a study of communication and speech, and introduces students to the ongoing, everchanging process of communication. This course will focus on the basic channels of communication, the principles of interpersonal communication, communication within groups, and the process of preparing and delivering speech presentations. Course offering: As needed

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Apply oral communication skills and participate in the communication process.
2. Demonstrate effective listening and nonverbal skills.
3. Develop and present speeches for a variety of purposes.

EN100B FUNDAMENTALS OF ENGLISH-BASIC (4)

This course is designed to meet the needs of those students scoring between 15-37 on the reading section of the placement test who need developmental work in basic English skills. (main emphasis is on reading) prior to entry into Fundamentals of English/Reading (EN100R). Student will work on an individualized basis with the assistance of instructor to increase and improve reading ability. Course offering: As needed. Prequisite: Score between 15-37 on the currently utilized College placement test (COMPASS) .

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

1. Demonstrate growth in vocabulary level
2. Improve in comprehension level.
3. Show a more positive attitude toward reading.
4. Understand the basics of the "reading process."

EN100R FUNDAMENTALS OF ENGLISH/READING (3)

This course is designed to meet the needs of those students requiring additional reading skill development. Students scoring 38 - 67 on the COMPASS placement test are required to enroll in this course, EN100R. If student scores between 38-47, student is required to enroll in this course only. If student scores between 48-67 on the COMPASS placement test, student may choose to enroll in both this course (EN100R) and EN100W. It is the recommendation of the English Department that student first completes the reading requirement. Course offering: As needed. Prerequisite: EN100B

Student Learning Outcomes (SLOs):

Upon successful completion of this course. students will be able to:

1. Demonstrate growth in vocabulary and comprehension levels.
2. Demonstrate an improved attitude toward reading.
3. Demonstrate a clear understanding and extensive practice of the "reading process".

EN100W FUNDAMENTALS OF ENGLISH-WRITING (3)

Students work toward improving their writing skills in this course. Instruction is individualized to meet each student's level of ability. EN100W incorporates the writing process approach, providing time and opportunities for writers in student instructor/student-student conferencing process. Students with a composition score below PASS are placed in EN100W. Course offering: As needed. Prerequisites: Students scoring above 35 on the reading section of the currently utilized placement test and 4, 3, or 2, on the composition sample or UOG placement test, EN100R

Student Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

COURSE GUIDES
GUAM COMMUNITY COLLEGE

changed to MA 085

(Priscilla Johns)

Course No. & Title	Dept.	Prepared By:	Date	Page
MA100 - Fundamentals of Mathematics	Mathematics	L. Newman		1 of 8

I. PURPOSE

To provide students with the opportunity to gain the skills necessary for success in the higher mathematics courses.

II. COURSE DESCRIPTION

A. Contact Hours Per Week

Contact Hours	
Lab	4

OK (Dr. Rider)

B. Duration

Day	
Night	60

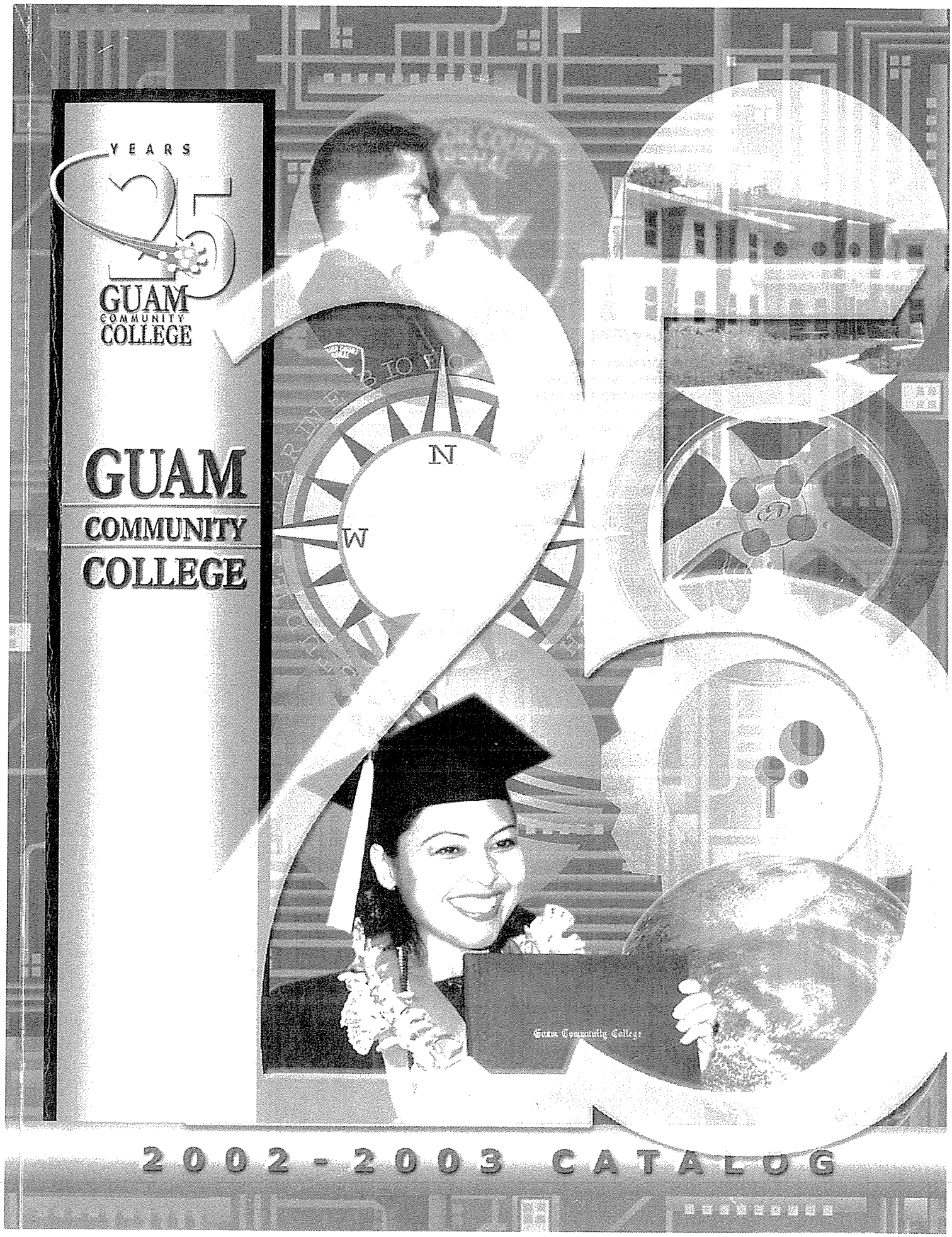
C. Number/Type of Credits

CEU	
Carnegie	3
Credit Hours	
Other	

7/12/2011
This is page 7 of the MA100 course guide. As per my conversation w/ JShanna today, this confirms that MA100 was changed to MA085. As was the practice during this time, memos were created to reflect a change in the course. However, we cannot locate the memo for this course. Attached are copies of pages for the course showing MA100 (2002-2003), and the change the next AY to MA085 (2003-2004)
Dalguerrero

D. Catalog Description

This course is designed to provide for students who need a post-secondary math course but lack the prerequisite skills. If a student is placed in this course, he must successfully complete it before taking any higher-numbered math course. Topics include operations with whole numbers, fractions, decimals, percents, informal geometry, real numbers and application problems.



2002-2003 CATALOG

niques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and the use of algebraic formulas to solve problems. The emphasis is on the ability to understand and apply functional mathematics to solve problems, with the help of technology, in the world of work.

MA065
ADULT HIGH SCHOOL MATHEMATICS (3)

The course is designed to be an overview of several basic mathematical areas including real numbers, Geometry, Algebra, Data Analysis, Statistics, Financial information, etc. Students will deal with diagramming, decision making, math models and patterns, technology, researching and other approaches to problem solving.

MA100
FUNDAMENTALS OF MATHEMATICS (3)

Students enrolled in MA100 work on an individualized, self-paced basis. Instructors provide class, small groups, and individualized instruction. Students will review the basic mathematical operations to development prerequisite skills for postsecondary math courses. This course will be scheduled in the Academic Learning Lab where computer assisted instruction will include programs in math vocabulary, problem solving, and drill and practice exercises in basic operations. Prerequisite: Placement test.

MA105
COLLEGE MATHEMATICS (4)

This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Topics from multiple-operations with whole numbers to solving simple algebraic equations including data graphs will be covered. This course articulates with UOG's MA085 level I. Prerequisite: Placement text or satisfactory completion of MA100.

MA110
INTRODUCTION TO COLLEGE ALGEBRA I (3)

Topics included in this beginning algebra course include the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications. This course articulates with UOG's MA085 Level 2. Prerequisite: Placement test or satisfactory completion of MA105.

MA112
INTRODUCTION TO COLLEGE ALGEBRA II (3)

This is a continuation of the MA110 course. Topics include linear equations, graphing functions, roots of polynomial functions, quadratic functions, systems of equations and inequalities, and exponential and logarithmic functions. Prerequisite: MA110, placement test, or satisfactory completion of a first year high school algebra course.

MA121
TECHNICAL MATHEMATICS I (4) ***Fall only***

The first of two courses designed to provide the mathematical tools needed by students enrolled in selected technical occupational programs. Topics covered are fundamental concepts of algebra, equations and inequalities, functions and graphs, basic analytical geometry, basic trigonometry and vectors. Prerequisite: Placement test, successful completion of MA110, MA112 or permission

MA122
TECHNICAL MATHEMATICS II (4) ***Spring only***

The course is a continuation of MA121 and is designed to provide mathematical tools needed by students enrolled in selected technical occupational programs. Topics covered are polynomial and rational functions, exponential and logarithmic functions, analytic geometry, systems of equations, and matrices and determinants. Prerequisite: Successful completion of MA121.

AUTOMOTIVE

ME150A
AUTOMOTIVE SERVICE I (3)

This is the first part of a two part basic course which covers about one-half of the tasks performed by a service station attendant including, but not limited to: checking and adjusting fluid and pressure levels; checking for excessive wear in hydraulic and mechanical systems; replacing and adjusting minor components.

ME150B
AUTOMOTIVE SERVICE II (3)

This is the second half of a two part basic course; it continues with further work with minor testing, adjusting, and repairing of components in the hydraulic, mechanical, electrical and other systems of the automobile. Successful completion of the two part course provides the student with the skills to perform as a service station attendant.

ME161A
INTRODUCTION TO AUTOBODY REPAIR (3)

This is an introductory course covering the basic concepts and practices in repairing damage to automobile bodies. Hand tools, power tools, materials, welding and their applications are stressed. Emphasis is on small dent repair and rust patching.

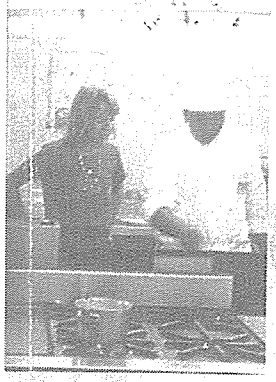
ME161B
INTRODUCTION TO AUTOBODY PAINTING (3)

This is an introductory course covering the basic concepts

2003 ~ 2004

CATALOG

gcc



plus

training

equals

success

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan

prepared consecutive and simultaneous interpreting. Ethical issues, as well as evaluations, and certification for interpreters will also be covered. Prerequisite: IN170.

IN240

TRANSLITERATING (3) ***As needed***

This course builds a foundation of skills for transliterating from spoken English to signed English. Emphasis is placed on the development of consistency and accuracy in transliterating. In addition, this course provides knowledge of Manually Coded English (MCE), Pidgin Signed English (PSE), and Signing Exact English (SEE) systems. Prerequisites: IN220, IN230.

IN250

ADVANCED INTERPRETING (3) ***As needed***

This course further develops and refines skills in Sign-to-Voice and Voice-to-Sign interpretation and transliteration. Prerequisites: IN220, IN230.

IN292

PRACTICUM (3) ***As needed***

This course provides field experience in sign language interpreting in a supervised educational, community, service agency or other setting. Prerequisites: IN240 or instructor's permission.

JAPANESE LANGUAGE

JA110

BEGINNING JAPANESE (4) ***Fall & Spring only***

This course gives students basic Japanese language needed in real life situations for different communicative purposes. Based on various topics, language activities provide practice in listening, speaking, reading and writing, and reinforce vocabulary, grammar and language functions. Students also learn to read and write the two Japanese writing systems of *hiragana* and *katakana*, and to identify selected *kanji* (Chinese) characters. Cultural aspects of Japan are also discussed to better understand the target language.

JA112

JAPANESE FOR TOURISM INDUSTRY (4) ***Fall & Spring only***

This course builds a basic foundation that will enable students to acquire and develop Japanese language skills in listening, speaking, reading, and writing. It is designed for students who plan to work in the tourism industry with direct contact with Japanese visitors. Prerequisite: JA110 or permission from instructor.

JA210

INTERMEDIATE JAPANESE I (3) ***Fall only***

This is a second year Japanese language course. Emphasis on listening and speaking Japanese is continued and expanded to include basic reading and writing skills using Hiragana, Katakana, and Kanji writing systems. Prerequisite: JA111or JA112.

JA211

INTERMEDIATE JAPANESE II (3) ***Spring only***

A continuation of JA210, Intermediate Japanese II expands on the language base created in JA110, JA111, JA112, and JA210 through the addition of complex grammar patterns and different levels of politeness and formality. In concert with building oral/aural capability, limited focus is concentrated on the reading and writing of selected kanji.

MATHEMATICS

MA052

GENERAL MATHEMATICS (3)

This course is designed for practice in basic operations while introducing applications and abstractions required for the study of algebra.

MA057

APPLIED MATHEMATICS (3)

Applied Mathematics is a set of modular learning materials prepared to help the adult high school student develop and refine job-related math skills. The course includes material that focuses on arithmetic operations, problem solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and the use of algebraic formulas to solve problems. The emphasis is on the ability to understand and apply functional mathematics to solve problems, with the help of technology, in the world of work.

MA065

ADULT HIGH SCHOOL MATHEMATICS (3)

The course is designed to be an overview of several basic mathematical areas including real numbers, Geometry, Algebra, Data Analysis, Statistics, Financial information, etc. Students will deal with diagramming, decision making, math models and patterns, technology, researching and other approaches to problem solving.

MA085 (Formerly: MA100)

FUNDAMENTALS OF MATHEMATICS (3)

Students enrolled in this course will work on an individualized, self-paced basis. Instructors provide class, small groups, and individualized instruction. Students will review the basic mathematical operation involving whole numbers, fractions, decimals, and percents. Prerequisite: Placement test.

MA095 (Formerly: MA105)

COLLEGE MATHEMATICS (4)

This course is designed to provide students with basic mathematical skills needed in the trade and technical fields. Top-

COURSE APPROVAL FORM
COVER SHEET

Technology and Student Services
SCHOOL

Mathematics
DEPARTMENT

MA108** - Introduction to College Algebra
COURSE ALPHA, NUMBER, TITLE

Professor Patrick A. Watson
AUTHOR

10 February 2003
DATE SUBMITTED

** This is an up-dated course guide for the MA110 (formerly) with a number change to MA108.

Check the action to be taken and have the indicated people sign.

_____ Course Adoption - all signatories

__X__ Course Substantive Revision - all signatories except President.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	Patrick A. Watson	Patrick A. Watson	10 Feb 2003
DEPARTMENT CHAIR	Frank Blas	Frank Blas	2/11/03
REGISTRAR	Dr. Gina Charfauros		2/13/03
DEAN	Jamie Mason	J. Mason	2/25/03
ACADEMIC AFFAIRS CHAIR	Clare Lizama		3/6/03
VP, ACADEMIC AFFAIRS	Dr. John Rider	John K. Rider	3/19/03
PRESIDENT			

ATTACHED MA110

up dated 2003-2004 Catalog 3/18/03
zip disk NAS 3/19/03

MA108_ISR_2003-03-17

COURSE APPROVAL FORM

1. TYPE OF ACTION
Check the type of action which applies. If previous Course Guide exists, please attach.

A. _____ **Adoption**

B. X_____ **Substantive Revision (attach Adoption Course Guide)**

_____ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
_____ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
_X_ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
_____ Identify specific changes not listed above:

II. INTRODUCTION

A. The course is connected to the following program(s):
This course will be connected to all Certificate programs as the minimum math requirement.

III. COURSE OBJECTIVES

The overall purpose of this course is to broaden the students skills and concepts in basic and simple algebraic applications used in our everyday world.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals:
Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of vocational-technical programs including Certificate programs. This course develops the mathematical knowledge and expertise of individuals which fulfills the Certificate math requirement.

B. An assessment of industry or community need:
This is an introductory math course which content knowledge is a prerequisite leading to the math component requirement of most Associate Degrees and will tie in with the industry or community need for all programs.
Also, this course is designed to satisfy the developmental math requirements for the University of Guam.

C. Results of course and course guide evaluation.
The original course has been a main-stay at GCC for over 20 years. With new requirements in all programs to better meet broader standards within our organization, other community college and university programs were evaluated to help GCC align better in math standards.

D. Program requirements (associate degree, certificate, diploma) served by this course:
This course will be a requirement for all Certificate Programs.

V. RESOURCE REQUIREMENTS AND COSTS

A Resources (materials, media, and equipment) and costs
The course will be taught in a computer lab. The MA108 will replace the MA110 in content and delivery. Therefore, new costs will be zero (0).

B. Personnel requirements (administrative, instructional, and support staff) and costs
This course will be taught by full-time faculty or by adjunct faculty who have knowledge and expertise in the field. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty will be sufficient.

C. Facility requirements and costs
It is projected that more lab space will be needed. However, because of the projected diminished demand for other math classes, existing classroom space should be sufficient for the present.

D. Funding source(s)
This course is a part of the locally funded College budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College
There will be a positive impact on The College. Because of its requirement status more students will be required to take this course.

VI. **The financial impact will continue to be the cost for faculty. This will depend on workload agreements for full-time faculty and/or adjunct ratings.**

VII IMPLEMENTATION SCHEDULE

A. Implementation Date
Fall 2003

B. Course Offering
FALL SPRING SUMMER

VIII COURSE DESCRIPTION

A. Course
Alpha: **MA**
Number: **108**

B. Course Title(s)
Long Title: **Introduction to College Algebra**
Abbreviated Title (20 characters maximum): **Intro to College Alg**

C. Contact Hours and Number of Students:

Maximum Number of Students:	**20**
Lecture Hours:	**45 hours**
Lab Hours:	
Clinical:	
Other:	
Total Hours:	**45 hours**

D. Number/Type of Credits

Carnegie Units: _____ per semester

Semester Hours: 3 per semester

E. Catalog Description

Catalog Description:

Topics included in this beginning algebra course include the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications. This course articulates with UOG's MA085 level 2. Prerequisite: Placement test or satisfactory completion of MA105.

Catalog Revision:

Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. Prerequisite: Placement test or satisfactory completion of MA095 (formerly MA105).

Catalog Year: 2002-3 Page Number: 92

F. Prerequisite(s)

Placement test or satisfactory completion of MA095 (formerly MA105).

G. Co-requisites(s)

None

H. Articulation

This course corresponds with MA085 II at University of Guam

Others

I Target Population

Those interested in obtaining a Certificate or an Associates degree from GCC.

J. Cost to Students

Current tuition and bookstore materials.

IX. COURSE DESIGN

This course is designed to address concerns that have been voiced by the mathematics community and other educators. In particular, it teaches the basic algebra skills that contribute to problem solving processes which arise in a variety of settings. It allows students the opportunity to communicate mathematical ideas: they hear mathematics, they write about mathematics, and they talk to others about mathematics. Through the use of video, real-world situations are depicted. Finally, whenever feasible, topic introductions link back to the historical roots of key mathematical ideas to engage, motivate, and enlighten.

X. COURSE OUTLINE

The six (6) covered Topics and estimated coverage times are:

1. Solving Linear Equations and Inequalities — 2.5 weeks
   - 1.1 Algebraic Expressions
   - 1.2 Solving linear Equations
   - 1.3 Problem Solving
   - 1.4 Linear Inequalities
2. Graphing Linear Equations and Inequalities — 2.5 weeks
   - 2.1 Introduction to the Coordinate System
   - 2.2 Graphing Equations
   - 2.3 The Equation of a Line
   - 2.4 Graphing Inequalities
3. Solving Linear Systems — 2 weeks
   - 3.1 Solving Linear Systems
   - 3.2 Problem Solving
   - 3.3 Systems of Inequalities
4. Exponents and Polynomials — 2.5 weeks
   - 4.1 Exponents
   - 4.2 Monomial Operations
   - 4.3 Polynomial Operations
5. Factoring — 2.5 weeks
   - 5.1 Factoring Monomials
   - 5.2 Factoring Polynomials
   - 5.3 Factoring Trinomials
6. Rational Expressions — 2.5 weeks
   - 6.1 Rational Expressions
   - 6.2 Equations with Fractions
   - 6.3 Solving Equations
   - 6.4 Problem Solving

XI. COURSE COMPETENCIES

1. SOLVING LINEAR EQUATIONS (2.5 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

1.1 Algebraic Expressions:
a) Simplify expressions
b) Evaluate expressions
c) Substitute values into formulas

1.2 Solving linear Equations
a) Recognize a linear equation
b) Use addition, subtraction, multiplication, and division principles for solving a linear equation
c) Solve equations with fractions as coefficients
d) Recognize equations with no solutions or infinitely many solutions
e) Solve for a particular unknown variable in given formulas

1.3 Problem Solving
a) Translate written expressions into algebraic expressions
b) Set up and solve number problems
c) Set up and solve age problems
d) Set up and solve geometry problems

1.4 Linear Inequalities
a) Recognize solutions of linear inequalities
b) Graph solutions of inequalities in one variable
c) Combine the addition, subtraction, multiplication, and division principles for solving linear inequalities
d) Solve problems using inequalities

with a 70% proficiency based on computer-defined and instructor-defined criteria.

2. GRAPHING LINEAR EQUATIONS AND INEQUALITIES (2.5 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

2.1 Introduction to the Coordinate System
a) Recognize the xy-plane, its axis and the origin.
b) Name the parts of the ordered pairs, (abscissa) (ordinate)
c) Plot ordered pairs of numbers
d) Label the four quadrants
e) Determine the quadrant in which a point lies
f) Determine the signs of the coordinates in each quadrant

2.2 Graphing Equations
a) Know the definition of a linear equation in two variables
b) Graph linear equations by plotting ordered pairs
c) Graph horizontal and vertical lines from equations
d) Graph a linear equation by finding the intercepts

c) Determine the slope of a line, and the implications of it being positive, negative, zero, or undefined
d) Graph a line given a point and the slope
e) Determine whether lines are parallel or perpendicular

2.3 The Equation of a Line
a) Derive the equation of a line given a point on the line and the slope of the line
b) Derive the equation of a line given two points on the line
c) Put the equation of a line in slope-intercept form
d) Derive the equation of a horizontal and vertical line
e) Derive the equation of a line parallel or perpendicular to a given line

2.4 Graphing Inequalities
a) Determine ordered pairs for finding solutions of linear inequalities
b) Graph linear inequalities

with a 70% proficiency based on computer-defined and instructor-defined criteria.

3. SOLVING LINEAR SYSTEMS (2 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

3.1 Solving Linear Systems
a) Graph linear systems with a unique solution, with no solutions, or with an infinite number of solutions
b) Solve linear systems by the substitution method: one solution, no solution, and an infinite number of solutions
c) Solve linear systems by the elimination method: one solution, no solution, and an infinite number of solutions

3.2 Problem Solving
a) Set up and solve Number Problems
b) Set up and solve Interest Problems
c) Set up and solve Coin Problems
d) Set up and solve Mixture Problems

3.3 Systems of Inequalities
a) Find Solutions by Graphing

with a 70% proficiency based on computer-defined and instructor-defined criteria.

4. EXPONENTS AND POLYNOMIALS (2.5 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

4.1 Exponents
a) Define exponent, power, and base
b) Multiply using exponents
c) Divide using exponents
d) Perform operations with products and quotients raised to powers
e) Perform operations with the zero exponent

4.2 Monomial Operations
a) Define polynomial, term, coefficient and degree
b) Evaluate a polynomial using substitution of numbers
c) Write the terms of a polynomial in descending order
d) Define monomial, binomial, and trinomial
e) Recognize like or similar terms
f) Add and subtract polynomials
g) Multiply and Divide a monomial by a monomial
h) Multiply and Divide a polynomial by a monomial

4.3 Polynomial Operations
a) Multiply binomials by the "distribution" method
b) Multiply perfect squares and the sum and difference of two terms by the "distribution"
c) Multiply a polynomial by a polynomial
d) Divide a polynomial by a polynomial

with a 70% proficiency based on computer-defined and instructor-defined criteria.

5. FACTORING (2.5 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

5.1 Factoring Monomials
a) Find the greatest common factor (GCF) of a set of monomials
b) Factor a polynomial by finding the GCF when the GCF is a monomial
c) Factor a polynomial by finding the GCF when the GCF is a binomial (grouping)

5.2 Factoring Polynomials
a) Factor polynomials of the form $x^2 + bx + c$; $x^2 + bxy + cy^2$ by grouping and by trial-and-error
b) Solve quadratic equations by factoring

5.3 Factoring Trinomials

a) Factor a perfect square trinomial
b) Factor a difference of two squares
c) Factor a sum and difference of two cubes
d) Factor using a combination of methods

with a 70% proficiency based on computer-defined and instructor-defined criteria.

6. RATIONAL EXPRESSIONS (2.5 weeks)

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able to:

6.1 Rational Expressions

Multiplying and Dividing:

a) Determine when a rational expression is undefined
b) Write a rational expression in lowest terms
c) Multiply rational expressions
d) Divide rational expressions
e) Simplify complex fractions

Adding and Subtracting:

a) Add rational expressions with the same denominator
b) Subtract rational expressions with the same denominator

6.2 Equations with Fractions

Negative Exponents:

a) Convert exponents from negative to positive and visa versa
b) Write numbers in scientific notation

Multiplying and Dividing:

a) Reduce a rational expression of the form a-b/b-a
b) Multiply rational expressions
c) Divide rational expressions
d) Simplify a complex fraction

Adding and Subtracting:

a) Find the least common denominator of rational expressions
b) Add rational expressions with different denominators
c) Subtract rational expressions with different denominators
d) Simplify a complex fraction

6.3 Solving Equations

a) Solve equations which contain rational expressions
b) Solve for an unknown in a formula involving a rational expression

6.4 Problem Solving
a) Set up and solve Ratio and Proportion Problems
b) Set up and solve Distance Problems
c) Set up and solve Work Problems
d) Set up and solve Mixture Problems
e) Set up and solve Variation Problems

with 70% proficiency based on computer-defined and instructor-defined criteria.

XII. EVALUATION METHODS, CRITERIA, AND STANDARDS

Evaluation may consist of quizzes, Computer based exams, written tests, and assignments. The instructor will determine the weight of each item in the course syllabus at the beginning of the semester. Students must meet minimum course competencies to receive a passing grade and earn credit.

XIII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
Academic Systems Mediated Learning Licensed materials, classroom handouts

B. Reference(s) and Bibliography

C. Equipment/Facilities
In place already.

D. Instructional Supplies
Typical classroom materials. Nothing additional to what is already available.

GUAM COMMUNITY COLLEGE
COURSE GUIDE

Course No. & Title	Department	Prepared by	Date	Page
MA110 - Introduction to College Algebra I	Math	S. Piephoff	2/3/89	1 of 5

I. PURPOSE

Introduction to College Algebra I is designed to provide for students who have a high school diploma and sufficient math background (determined by placement test), and who wish to progress in math at the post-secondary level.

II. DESCRIPTION

A. Contact hours per week.

Lecture 3
Lab ____
OJT ____

B. Duration

Hours
Day ____
Night 48

C. Number/Type of Credits

CEU ____
Carnegie ____
Credit Hrs. 3
Other ____

D. Catalog Description

Introduction to College Algebra I is provides a sound background in introductory level algebra. Topics include real numbers, solving equations and inequalities, polynomials, fractions and application word problems.

E. Target Group

Post-secondary students who need or want an introductory level college algebra course, or who have not completed sufficient algebra at the high school level to begin at the Technical Math I level.

F. Certificate and/or Degree Requirements Met by Course

This course will meet the general education requirement for mathematics unless specific requirements are stated for a particular program.

G. Employment Entry or Upgrading

N/A

H. Cost to Student

The post-secondary student must pay tuition, fees, and purchase the textbook.

ATTACH TO: MA108_ISR_2003-03-17

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

In most cases, this course will be conducted using a lecture/demonstration method of instruction. The instructional materials could be used in an individualized program in some cases.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

Students enrolling in this course must have a satisfactory score on the placement test.

V. EVALUATION

Student evaluation will be by publisher-supplied tests, instructor made tests and quizzes, and daily work. Testing instruments are a combination of completion, true-false, multiple choice, and problem solving questions.

VI. COURSE OUTLINE

1.0 Real Numbers and Polynomials

- 1.1 Real numbers, relations and operations
- 1.2 Polynomials
- 1.3 Factoring

2.0 Fractions

- 2.1 Rational expressions
- 2.2 Multiplication and division of fractions
- 2.3 Addition and subtraction of fractions
- 2.4 Long divison

3.0 Equations and Inequalities

- 3.1 Linear equations
- 3.2 Fractional equations
- 3.3 Literal equations
- 3.4 Linear inequalities
- 3.5 Absolute value equations and inequalities (optional)

4.0 Rational and Irrational Numbers

- 4.1 Rational and irrational roots
- 4.2 Multiplication, division and simplification of radicals
- 4.3 Addition and subtraction of radicals
- 4.4 Simple radical equations

5.0 Word problems

5.1 Translating expressions and sentences into algebraic expressions and equations.
5.2 Solving word problems applying skills gained in previous work.

VII. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES:

1.1.0 Real numbers, relations and operations

Instructional Goal:

Review the real number system

Student Will:

1.1.1 Define and correctly use set notation symbols.
1.1.2 Define the subsets of the real numbers.
1.1.3 Graph a given set of numbers on the standard number line.
1.1.4 Define and correctly use the signs of inequality.
1.1.5 State the axioms of equality, properties of real numbers, and basic theorems and recognize them when used to transform one expression into another.
1.1.6 Perform the operations of addition, subtraction, multiplication and division of signed numbers.
1.1.7 Simplify expressions containing exponents.
1.1.8 Classify expressions as a basic sum, difference, product, or quotient.
1.1.9 Define and use coefficient, like terms, polynomial, degree of a polynomial, monomial, binomial, and trinomial.
1.1.10 Perform addition, subtraction, multiplication and division.
1.1.11 Use the laws of exponents.
1.1.12 Multiply binomials using the distributive property, FOIL multiplication, sum times a difference and binomial squared.
1.1.13 Find the largest common factor and factor it from an expression.
1.1.14 Recognize the difference of two squares and factor it.
1.1.15 Factor the sum and differences of two cubes.
1.1.16 Factor trinomials.
1.1.17 Recognize and factor perfect square, trinomials.
1.1.18 Factor expressions of four or more terms by grouping.

2.0 FRACTIONS

2.1.0 Rational expressions

Instructional Goal:

Review operations with rational numbers and rational algebraic expressions.

Student Will:

2.1.1 State the fundamental principle of fractions
2.1.2 Reduce fractions to lowest terms
2.1.3 Add, subtract, multiply and divide fractions
2.1.4 Simplify complex fractions
2.1.5 Perform long division

3.0 EQUATIONS AND INEQUALITIES

3.1.0 Solving equations and inequalities

Instructional Goal:

Develop skills for solving equations and inequalities in one variable.

Student Will:

3.1.1 Solve linear equations and inequalities.
3.1.2 Solve fractional equations and inequalities.
3.1.3 Solve a literal equation for a specific variable.
3.1.4 Solve word problems.

4.0 RATIONAL AND IRRATIONAL NUMBERS

4.1.0 Roots and radicals

Instructional Goal:

Develop skills for working with roots and radicals

Student Will:

4.1.1 Recognize roots as being rational or irrational.
4.1.2 Simplify given radicals.
4.1.3 Add, subtract, multiply and divide radicals.
4.1.4 Solve simple radical equations.

5.0 WORD PROBLEMS

5.1.0 Solving word problems

Instructional Goal:

Successfully solving word problems

Student Will:

5.1.1 Correctly translate expressions and sentences into algeraic expressions and equations.
5.1.2 Solve various types of word problems applying skills gained in previous work.

VIII. INSTPUCTIONAL SUPPLIES, MATERIALS AND/OR EQUIPMENT

A. Textbook: Intermediate Algebra
Second Edition
Groza and Sellers
Saunders College Publishing

B. Supplemental Materials:

Instructor's manual and test bank; Teacher-made supplemental materials.

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

The following attachment is for student evaluation of the course. It is to be used by the instructor only for program and course improvement.

COURSE GUIDE

Course No. & Title	Department	Prepared by	Date	Page
MA110 - Introduction to College Algebra I	Math	Linda Newman		1 of 5

I. PURPOSE

Introduction to College Algebra I is designed to provide for students who have a high school diploma and sufficient math background (determined by placement test), and who wish to progress in math at the post-secondary level.

II. DESCRIPTION

A. Contact hours per week.

Lecture	3
Lab	
OJT	

B. Duration

Hours	
Day	
Night	48

C. Number/Type of Credits.

CEU	
Carnegie	
Credit Hrs.	3
Other	

D. Catalog Description

Introduction to College Algebra I is equivalent to a standard high school Algebra I course. Topics include real numbers, solving equations and inequalities, polynomials, fractions and application word problems.

E. Target Group

Post-secondary students who need or want a beginning level algebra course, or who have not completed sufficient algebra at the high school level to begin at the Technical Math I level.

F. Certificate and/or Degree Requirements Met by Course

This course will meet the general education requirement for mathematics unless specific requirements are stated for a particular program.

G. Employment Entry or Upgrading

N/A

ATTACH TO: MA108_ISR_2003-03-17

H. Cost to Student

The post-secondary student must pay tuition, fees, and purchase the textbook.

III. COMMENTS ON COURSE ACTIVITIES AND DESIGN

In most cases, this course will be conducted using a lecture/demonstration method of instruction. The instructional materials could be used in an individualized program in some cases.

IV. PREREQUISITE KNOWLEDGE AND SKILLS

Students enrolling in this course must have a satisfactory score on the placement test.

V. EVALUATION

Student evaluation will be by publisher-supplied tests, instructor-made tests and quizzes, and daily work. Testing instruments are a combination of completion, true-false, multiple choice, and problem solving questions.

VI. COURSE OUTLINE

1.0 Real Numbers and Polynomials

- 1.1 Real numbers, relations and operations
- 1.2 Polynomials
- 1.3 Factoring

2.0 Fractions

- 2.1 Rational expressions
- 2.2 Multiplication and division of fractions
- 2.3 Addition and subtraction of fractions
- 2.4 Long division

3.0 Equations and Inequalities

- 3.1 Linear equations
- 3.2 Fractional equations
- 3.3 Literal equations
- 3.4 Linear inequalities
- 3.5 Absolute value equations and inequalities (optional)

4.0 Rational and Irrational numbers

4.1 Rational and irrational roots
4.2 Multiplication, division and simplification of radicals
4.3 Addition and Subtraction of radicals
4.4 Simple radical equations

5.0 Word problems

5.1 Translating expressions and sentences into algebraic expressions and equations
5.2 Solving word problems applying skills gained in previous work

VII. INSTRUCTIONAL GOALS AND DEFINED OUTCOMES

1.0 REAL NUMBERS AND POLYNOMIALS

1.1.0 Real numbers, relations and operations

Instructional Goal:

Review the real number system.

Student Will:

1.1.1 Define and correctly use set notation symbols
1.1.2 Define the subsets of the real numbers
1.1.3 Graph a given set of numbers on the standard number line
1.1.4 Define and correctly use the signs of inequality
1.1.5 State the axioms of equality, properties of real numbers, and basic theorems and recognize them when used to transform one expression into another
1.1.6 Perform the operations of addition, subtraction, multiplication and division of signed numbers
1.1.7 Simplify expressions containing exponents
1.1.8 Classify expressions as a basic sum, difference, product, or quotient
1.1.9 Define and use coefficient, like terms, polynomial, degree of a polynomial, monomial, binomial, and trinomial
1.1.10 Perform addition, subtraction, multiplication and division

1.1.11 Use the laws of exponents
1.1.12 Multiply binomials using the distributive property, FOIL multiplication, sum times a difference and binomial squared
1.1.13 Find the largest common factor and factor it from an expression
1.1.14 Recognize the difference of two squares and factor it
1.1.15 Factor the sum and difference of two cubes
1.1.16 Factor trinomials
1.1.17 Recognize and factor perfect square trinomials
1.1.18 Factor expressions of four or more terms by grouping

2.0 FRACTIONS

2.1.0 Rational expressions

Instructional Goal:

Review operations with rational numbers and rational algebraic expressions.

Student Will:

2.1.1 State the fundamental principle of fractions
2.1.2 Reduce fractions to lowest terms
2.1.3 Add, subtract, multiply and divide fractions
2.1.4 Simplify complex fractions
2.1.5 Perform long division

3.0 EQUATIONS AND INEQUALITIES

3.1.0 Solving equations and inequalities

Instructional Goal:

Develop skills for solving equations and inequalities in one variable.

Student Will:

3.1.1 Solve linear equations and inequalities
3.1.2 Solve fractional equations and inequalities
3.1.3 Solve a literal equation for a specific variable
3.1.4 Solve word problems

4.0 RATIONAL AND IRRATIONAL NUMBERS

4.1.0 Roots and radicals

Instructional Goal:

Develop skills for working with roots and radicals.

Student Will:

4.1.1 Recognize roots as being rational or irrational
4.1.2 Simplify given radicals
4.1.3 Add, subtract, multiply and divide radicals
4.1.4 Solve simple radical equations

5.0 WORD PROBLEMS

5.1.0 Solving word problems

Instructional Goal:

Successfully solving word problems.

Student Will:

5.1.1 Correctly translate expressions and sentences into algebraic expressions and equations
5.1.2 Solve various types of word problems applying skills gained in previous work

VIII. INSTRUCTIONAL SUPPLIES, MATERIALS AND/OR EQUIPMENT

A. Textbook: Intermediate Algebra
Second Edition
Groza and Sellers
Saunders College Publishing

B. Supplemental Materials:

Instructor's manual and test bank; Teacher-made supplementary materials.

IX. INSTRUMENT FOR STUDENT EVALUATION OF COURSE

The following attachment is for student evaluation of the course. It is to be used by the instructor only for program and course improvement.

3/14/06
6/23/06

COURSE APPROVAL FORM
COVER SHEET

Technology and Student Services
SCHOOL

Mathematics
DEPARTMENT

MA108 - Introduction to College Algebra
COURSE ALPHA, NUMBER, TITLE

Professor Patrick A. Watson
AUTHOR

March 10, 2006
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.
_____ Course Adoption - all signatories
__XX__ Course Substantive Revision - all signatories except President.

APPROVED BY	PRINT	SIGNATURE	DATE
AUTHOR	Patrick A. Watson		10 MAR 06
DEPARTMENT CHAIR	Frank Blas		14 March 06
REGISTRAR	Patrick Clymer		3/14/06
DEAN	Dr. Michelle Santos		3/29/06
ACADEMIC AFFAIRS CHAIR	Carol Cruz		6/22/06
VP, ACADEMIC AFFAIRS	Dr. John Rider		6/28/06

Copy: ( ) Registrar
( ) Binder for Deans & Associate Deans
( ) Department (Signature Page only)
( ) Learning Resource Center
MA108_ISR_2006-06-28

7/19/06 Original Archive
7/19/06 Electronic Archive
7/19/06 NIAS
_____ Print Catalog 2007-2008
_____ Electronic Catalog

I. TYPE OF ACTION

Check the type of action which applies. If previous Course Guide exists, please attach.

A. _____ Adoption

B. XX____ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require response, they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

_____ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
_____ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
XX Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
_____ Identify specific changes not listed above:

II. INTRODUCTION

A. The course is connected to the following program(s):
This course serves as the minimum math requirement all Certificate programs and as a prerequisite for math requirements for degree programs.

III. COURSE OBJECTIVES

The overall purpose of this course is to broaden the students skills and concepts in basic and simple algebraic applications used in our everyday world.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals:
Guam Community College is mandated to provide technical and vocational education to meet the needs of Guam's workforce and is committed to providing a comprehensive offering of vocational-technical programs including Certificate programs. This course develops the mathematical knowledge and expertise of individuals which fulfills the Certificate math requirement.

B. An assessment of industry or community need:
This is an introductory math course which content knowledge is a prerequisite leading to the math component requirement of most Associate Degrees and will tie in with the industry or community need for all programs.
This course is also designed to satisfy the developmental math requirements for the University of Guam.

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable
This course is equivalent to University of Guam's MA-085 level 1.

D. Results of course and course guide evaluation.
Introduction to College Algebra has been a main-stay course at GCC for over 20 years. With the new requirements in all GCC programs, Guam Community College along with other community college and university programs were evaluated to provide information to help determine the new math standards set forth in this course guide.

E. Program requirements (associate degree, certificate, diploma) served by this course:
This course will be a requirement for all Certificate Programs.

V. RESOURCE REQUIREMENTS AND COSTS

A Resources (materials, media, and equipment) and costs
The course will be taught in a computer lab. Therefore, new costs will be zero (0).

B. Personnel requirements (administrative, instructional, and support staff) and costs
This course will be taught by full-time faculty or by adjunct faculty who have knowledge and expertise in the field. Regular salary scales (full-time/adjunct) will apply. Office support staff normally provided to faculty will be sufficient.

C. Facility requirements and costs
Existing classroom space, including the new computer labs, should be sufficient for the present.

D. Funding source(s)
This course is a part of the locally funded College budget and students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College
There will be a positive impact on The College. Because of its requirement status more students will be required to take this course.

VI IMPLEMENTATION SCHEDULE

A. Implementation Date
Fall 2006

B. Course Offering
Fall Spring Summer

VII COURSE DESCRIPTION

A. Course
Alpha: **MA**
Number: **108**

B. Course Title(s)
Long Title: **Introduction to College Algebra**
Abbreviated Title (20 characters maximum): **Intro to College Alg**

C. Contact Hours and Number of Students:

Maximum Number of Students:	**20 or 30**
Lecture Hours:	**45 hours**
Lab Hours: (state category 1 or 2)	
Clinical:	
Other:	
Total Hours:	**45 hours**

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: 3 per semester

E. Catalog Description:
Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. Prerequisite: Placement test or satisfactory completion of MA095 (formerly MA105).

Catalog Revision:
Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. Prerequisite: Placement test or satisfactory completion of MA095 (formerly MA105).

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: 2005-6 Page Number: 91

F. Prerequisite(s)
Placement test or satisfactory completion of MA095.

G. Co-requisites(s)
None

H. Articulation
This course corresponds with MA085 II at University of Guam
Others

I Target Population
Those interested in obtaining a Certificate or an Associates degree from GCC.

J. Cost to Students
Current tuition and bookstore materials.

VIII. COURSE DESIGN
This course is designed to address concerns that have been voiced by the mathematics community and other educators. In particular, it teaches the basic algebra skills that contribute to problem solving processes which arise in a variety of settings. It allows students the opportunity to communicate mathematical ideas: they hear mathematics, they write about mathematics, and they talk to others about mathematics. Through the use of video, real-world situations are depicted. Finally, whenever feasible, topic introductions link back to the historical roots of key mathematical ideas to engage, motivate, and enlighten.

IX. COURSE OUTLINE

1. **Graphing Linear Equations and Inequalities**
   - 1.1 **Introduction to the Coordinate System**
   - 1.2 **Graphing Equations**
   - 1.3 **The Equation of a Line**
   - 1.4 **Graphing Inequalities**
2. **Solving Linear Systems**
   - 2.1 **Solving Linear Systems**
   - 2.2 **Problem Solving**
   - 2.3 **Systems of Inequalities**
3. **Exponents and Polynomials**
   - 3.1 **Exponents**
   - 3.2 **Monomial Operations**
   - 3.3 **Polynomial Operations**
4. **Factoring**
   - 4.1 **Factoring Monomials**
   - 4.2 **Factoring Polynomials**
   - 4.3 **Factoring Trinomials**
5. **Rational Expressions**
   - 5.1 **Rational Expressions**
   - 5.2 **Equations with Fractions**
   - 5.3 **Solving Equations**
   - 5.4 **Problem Solving**
6. **Rational Exponents and Radicals**
   - 6.1 **Roots and Radicals**
   - 6.2 **Rational Exponents**
7. **Quadratic Equations**
   - 7.1 **Simple Quadratic Equations**
   - 7.2 **Quadratic Equations and Radicals**
   - 7.3 **Complex Numbers**

X. INTENDED LEARNING OUTCOMES

After a series of classroom instructions, demonstrations, along with student participation and computer related activities the learner should be able master the materials with minimum of a 70% proficiency based on computer and instructor defined criteria.

1. **GRAPHING LINEAR EQUATIONS AND INEQUALITIES**
   - 1.1 **Introduction to the Coordinate System**
     - a) **Recognize the xy-plane, its axis and the origin.**
     - b) **Name the parts of the ordered pairs, (abscissa) (ordinate)**
     - c) **Plot ordered pairs of numbers**
     - d) **Label the four quadrants**
     - e) **Determine the quadrant in which a point lies**
     - f) **Determine the signs of the coordinates in each quadrant**

1.2 Graphing Equations
- a) Know the definition of a linear equation in two variables
- b) Graph linear equations by plotting ordered pairs
- c) Graph horizontal and vertical lines from equations
- d) Graph a linear equation by finding the intercepts
- e) Determine the slope of a line, and the implications of it being positive, negative, zero, or undefined
- f) Graph a line given a point and the slope
- g) Determine whether lines are parallel or perpendicular

1.3 The Equation of a Line
- a) Derive the equation of a line given a point on the line and the slope of the line
- b) Derive the equation of a line given two points on the line
- c) Put the equation of a line in slope-intercept form
- d) Derive the equation of a horizontal and vertical line
- e) Derive the equation of a line parallel or perpendicular to a given line

1.4 Graphing Inequalities
- a) Determine ordered pairs for findings solutions of linear inequalities
- b) Graph linear inequalities

2. SOLVING LINEAR SYSTEMS

2.1 Solving Linear Systems
- a) Graph linear systems with a unique solution, with no solutions, or with an infinite number of solutions
- b) Solve linear systems by the substitution method: one solution, no solution, and an infinite number of solutions
- c) Solve linear systems by the elimination method: one solution, no solution, and an infinite number of solutions

2.2 Problem Solving
- a) Set up and solve Number Problems
- b) Set up and solve Interest Problems
- c) Set up and solve Coin Problems
- d) Set up and solve Mixture Problems

2.3 Systems of Inequalities
- a) Find Solutions by Graphing:

3. EXPONENTS AND POLYNOMIALS

3.1 Exponents
- a) Define exponent, power, and base
- b) Multiply using exponents
- c) Divide using exponents
- d) Perform operations with products and quotients raised to powers
- e) Perform operations with the zero exponent

3.2 Monomial Operations
- a) Define polynomial, term, coefficient and degree
- b) Evaluate a polynomial using substitution of numbers
- c) Write the terms of a polynomial in descending order
- d) Define monomial, binomial, and trinomial
- e) Recognize like or similar terms
- f) Add and subtract polynomials
- g) Multiply and Divide a monomial by a monomial
- h) Multiply and Divide a polynomial by a monomial

3.3 Polynomial Operations
- a) Multiply binomials by the "distribution" method
- b) Multiply perfect squares and the sum and difference of two terms by the "distribution"
- c) Multiply a polynomial by a polynomial
- d) Divide a polynomial by a polynomial

4. FACTORING

4.1 Factoring Monomials

a) Find the greatest common factor (GCF) of a set of monomials
b) Factor a polynomial by finding the GCF when the GCF is a monomial
c) Factor a polynomial by finding the GCF when the GCF is a binomial (grouping)

4.2 Factoring Polynomials

a) Factor polynomials of the form $x^2 + bx + c$; $x^2 + bxy + cy^2$ by grouping and by trial-and-error
b) Solve quadratic equations by factoring

4.3 Factoring Trinomials

a) Factor a perfect square trinomial
b) Factor a difference of two squares
c) Factor a sum and difference of two cubes
d) Factor using a combination of methods

5. RATIONAL EXPRESSIONS

5.1 Rational Expressions

Multiplying and Dividing:

a) Determine when a rational expression is undefined
b) Write a rational expression in lowest terms
c) Multiply rational expressions
d) Divide rational expressions
e) Simplify complex fractions

Adding and Subtracting:

a) Add rational expressions with the same denominator
b) Subtract rational expressions with the same denominator

5.2 Equations with Fractions

Negative Exponents:

a) Convert exponents from negative to positive and visa versa
b) Write numbers in scientific notation

Multiplying and Dividing:

a) Reduce a rational expression of the form a-b/b-a
b) Multiply rational expressions
c) Divide rational expressions
d) Simplify a complex fraction

Adding and Subtracting:

a) Find the least common denominator of rational expressions
b) Add rational expressions with different denominators
c) Subtract rational expressions with different denominators
d) Simplify a complex fraction

5.3 Solving Equations

a) Solve equations which contain rational expressions
b) Solve for an unknown in a formula involving a rational expression

5.4 Problem Solving

a) Set up and solve Ratio and Proportion Problems
b) Set up and solve Distance Problems
c) Set up and solve Work Problems
d) Set up and solve Mixture Problems
e) Set up and solve Variation Problems

6. Rational Exponents and Radicals
   6.1 Roots and Radicals
      a) Simplify Square Roots and Cube Roots
      b) Multiply and Divide Square Roots and Cube Roots
      c) Simplify Square Roots and Cube Roots That Contain Variables
      d) Add and Subtract Radicals With Like Terms
      e) Determine Conjugates of Radical Expressions
      f) Rationalize Denominators
      g) Solve Equations that Contain Radicals
   6.2 Rational Exponents
      a) Write Radical Expressions as Expressions With Rational Exponents
      b) Multiply and Divide Expressions Which Have Rational Exponents
      c) Simplify Radical Expressions
      d) Rationalize Denominators That Contain Rational Exponents
      e) Determine the n'th Root of Radical Expressions With Variables

7. Quadratic Equations
   7.1 Simple Quadratic Equations
      a) Simplify Using the Standard Form of a Quadratic Equation
      b) Solve Quadratic Equations by Factoring
      c) Solve Quadratic Equations by Using the Square Root Property
   7.2 Quadratic Equations and Radicals
      a) Solve Quadratic Equations by Completing the Square
      b) Solve Quadratic Equations by Using the Quadratic Formula
      c) Analyze Quadratic Equations Using Discriminant
   7.3 Complex Numbers
      a) Define Imaginary and Complex Numbers
      b) Add and Subtract Complex Numbers
      c) Multiply and Divide Complex Numbers
      d) Evaluate Different Powers of "*i*"
      e) Solve Quadratic Equations That Have Complex or Imaginary Solutions

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Evaluation will consist of topic tests and a final examination. Online work sheets, topic evaluates, homework, and quizzes could also be evaluated. The online worksheets, topic evaluates, and homework combined shall account for no more than 10% of the final grade The instructor will present the weighting of each item in the course syllabus. A 70% average on instructor generated topic exams will be considered the minimum mastery level of the course competencies.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
   Academic Systems Mediated Learning Licenced materials, classroom handouts
B. Reference(s) and Bibliography
C. Equipment/Facilities
   In place already.
D. Instructional Supplies
   Typical classroom materials. Nothing additional to what is already available.

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DM
OCT 15 2009

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

COURSE APPROVAL FORM
COVER SHEET

Technology and Student Services
SCHOOL

Math
DEPARTMENT

MA108 Introduction to College Algebra
COURSE ALPHA, NUMBER, TITLE

Carl Torres, II, and Theresa Ann H. Datuin
AUTHOR

10/2/2009
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Frank Blas	☒	☐	10/07/09	NC
REGISTRAR	Patrick L. Clymer	☑	☐	10-13-09	NC
DEAN	Michelle Santos, Ed.D. MS	☑	☐	10.16.09	NC
CURRICULUM COMMITTEE CHAIR	Paul Parvin	☑	☐	11/14/09	NC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☑	☐	11/19/09	NC
PRESIDENT	Mary A.Y. Okada, Ed.D.	☑	☐	11.23.09	DC

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

MA108_ISR_2009-11-23

Paper Copy Archived_____
Banner SCACRS pdf_____
C: Binder AY Catalog_____
Electronic MS Word_____

College Catalog Update
☐ Fall ☑ Spring Yr 2010
_____ MS Word
_____ Banner Dbase

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☒ Substantive Revision (attach Adoption Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
☒ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
☐ Identify specific changes not listed above:

II. INTRODUCTION

The course is connected to the following program(s):

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

Mediated Learning using computer based mathematics includes the Real Number system and operations, fundamental operations with polynomials, an introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations, and applications, in this beginning algebra course. This course articulates with UOG's MA085 level 2. Pre-requisite: Placement test or satisfactory completion of MA095 (formerly MA105).

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2008-2010** Page Numbers: **173 of 2009 Fall update**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

- **Solve and graph linear equations and inequalities;**
- **Simplify and solve rational expressions and equations;**
- **Solve quadratic equations using the following methods: factoring, completing the square, and the quadratic equation.**

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals
B. An assessment of Industry or Community need

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

D. Results of course and course guide evaluation.
Feedback from past and current instructors, department members, and students was obtained as the course was reviewed.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS

A. Resources (materials, media, and equipment) and costs
Interactive white boards, testing software, multimedia projectors.

B. Personnel requirements (administrative, instructional and support staff) and costs
It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. This includes a Bachelor's degree with at least a minor in math. Regular salary scales (full-time/adjunct) will apply.

C. Facility requirements and costs
Existing classroom space with computers.

D. Funding source(s)
It is anticipated that this course will be part of the locally funded budget to the College and the students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College
Purchasing of interactive white boards and testing software.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **Spring 2010**
* Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **As needed**
Every Year

VII. COURSE DESCRIPTION

BANNER TERM 201010

A. Course
Alpha: **MA**
Number: **108**

B. Course Title(s)
Long Title: **Introduction to College Algebra**
Abbreviated Title (20 characters maximum): **College Algebra**

C. Contact Hours and Number of Students
Maximum Number of Students: **30**
Lecture Hours: **45**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours: **45**

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **3** per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s) **Placement test or satisfactory completion of MA095 (formerly MA105)**
G. Co-requisites(s)
H. Articulation
Secondary Programs/Courses
University of Guam **MA085 Level 2**
Others
I. Target Population
J. Cost to Students (specify any lab fees)
Tuition and fees

VIII. COURSE DESIGN

Classroom instruction, demonstrations, student practice, and computer related activities will be used to meet the student learning outcomes.

IX. COURSE OUTLINE

1.0 Graphing Linear Equations and Inequalities
Introduction to the Coordinate System
Graphing Equations
The Equation of a Line
Graphing Inequalities
2.0 Solving Linear Systems
Solving Linear Systems
Problem Solving
Systems of Inequalities
3.0 Exponents and Polynominals
Exponents
Monomial Operations
Polynomial Operations
4.0 Factoring
Factoring Monomials
Factoring Polynomials
Factoring Trinomials
5.0 Rational Expressions
Rational Expressions
Equations with Fractions
Solving Equations
Problem Solving
6.0 Rational Exponents and Radicals
Roots and Radicals
Rational Exponents
7.0 Quadratic Equations
Simple Quadratic Equations
Quadratic Equations and Radicals
Complex Numbers

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

Upon successful completion of this course, students will be able to:

1.0 GRAPHING LINEAR EQUATIONS AND INEQUALITIES
- 1.1 Introduction to the Coordinate System
  - a. Recognize the xy-plane, its axis and the origin
  - b. Name the parts of the ordered pairs (absicca, ordinate)
  - c. Plot ordered pairs of numbers
  - d. Label the four quadrants
  - e. Determine the quadrant in which a point lies
  - f. Determine the signs of the coordinates in each quadrant
- 1.2 Graphing Equations
  - a. Know the definition of a linear equation in two variables
  - b. Graph linear equations by plotting ordered pairs
  - c. Graph horizontal and vertical lines from equations
  - d. Graph a linear equation by finding the intercepts
  - e. Determine the slope of a line and the implications of it being positive, negative, zero, or undefined
  - f. Graph a line given a point and the slope
  - g. Determine whether lines are parallel or perpendicular
- 1.3 The Equation of a Line
  - a. Derive the equation of a line given a point on the line and the slope of the line
  - b. Derive the equation of a line given two points on the line
  - c. Put the equation of a line in slope-intercept form
  - d. Derive the equation of a horizontal and vertical line
  - e. Derive the equation of a line parallel or perpendicular to a given line
- 1.4 Graphing Inequalities
  - a. Determine ordered pairs for findings solutions of linear inequalities
  - b. Graph linear inequalities

2.0 SOLVING LINEAR SYSTEMS
- 2.1 Solving Linear Systems
  - a. Graph linear systems with a unique solution, with no solutions, or with an infinite number of solutions
  - b. Solve linear systems by the substitution method: one solution, no solution, and an infinite number of solutions
  - c. Solve linear systems by the elimination method: one solution, no solution, and an infinite number of solutions
- 2.2 Problem Solving
  - a. Set up and solve Number Problems
  - b. Set up and solve Interest Problems
  - c. Set up and solve Coin Problems
  - d. Set up and solve Mixture Problems
- 2.3 Systems of Inequalities
  - a. Find Solutions by Graphing

3.0 EXPONENTS AND POLYNOMIAL
- 3.1 Exponents
  - a. Define exponent, power, and base
  - b. Multiply using exponents
  - c. Divide using exponents

d. Perform operations with products and quotients raised to powers
e. Perform operations with the zero exponents

3.2 Monomial Operations
a. Define polynomial, term, coefficient and degree
b. Evaluate a polynomial using substitution of numbers
c. Write the terms of a polynomial in descending order
d. Define monomial, binomial, and trinomial
e. Recognize like or similar terms
f. Add or subtract polynomials
g. Multiply and Divide a monomial by a monomial
h. Multiply and Divide a polynomial by a monomial

3.3 Polynomial Operations
a. Multiply binomials by the "distribution" method
b. Multiply perfect squares and the sum and difference of two terms by the "distribution"
c. Multiply a polynomial by a polynomial
d. Divide a polynomial by a polynomial

4.0 FACTORING

4.1 Factoring Monomials
a. Find the greatest common factor (GCF) of set of monomials
b. Factor a polynomial by finding the GCF when the GCF is a monomial
c. Factor a polynomial by finding the GCF when the GCF is a binomial (grouping)

4.2 Factoring Polynomials
a. Factor polynomials of the form x^2+bx+c; x^2+bxy+cy^2 by grouping and by trial-and-error
b. Solve quadratic equations by factoring

4.3 Factoring Trinomials
a. Factor a perfect square trinomial
b. Factor a difference of two squares
c. Factor a sum and difference of two cubes
d. Factor using a combination of methods

5.0 RATIONAL EXPRESSIONS

5.1 Rational Expressions

Multiply and Dividing:
a. Determine when a rational expression is undefined
b. Write a rational expression in lowest terms
c. Multiply rational expressions
d. Divide rational expressions
e. Simplify a complex fraction

Adding and Subtracting:
a. Add rational expressions with the same denominator
b. Subtract rational expressions with the same denominator

5.2 Equations with Fractions

Negative Exponents
a. Convert exponents from negative to positive and visa versa
b. Write numbers in scientific notation

Multiplying and Dividing
a. Reduce a rational expression of the form a-b/b-a

b. Multiply rational expressions
c. Divide rational expressions
d. Simplify a complex fraction

Adding and Subtracting

a. Find the least common denominator of rational expressions
b. Add rational expressions with different denominators
c. Subtract rational expressions with different denominators
d. Simplify a complex fraction

5.3 Solving Equations

a. Solve equations which contain rational expressions
b. Solve for an unknown in a formula involving a rational expression

5.4 Problem Solving

a. Set up and solve Ratio and Proportion Problems
b. Set up and solve Distance Problems
c. Set up and solve Work Problems
d. Set up and solve Mixture Problems
e. Set up and solve Variation Problems

6.0 RATIONAL EXPONENTS AND RADICALS

6.1 Roots and Radicals

a. Simplify Square Roots and Cube Roots
b. Multiply and Divide Square Roots and Cube Roots
c. Simplify Square Roots and Cube Roots that contain Variables
d. Add and Subtract Radicals with like terms
e. Determine Conjugates of Radical Expressions
f. Rationalize Denominators
g. Solve Equations that contain Radicals

6.2 Rational Exponents

a. Write Radical Expressions as Expressions with Rational Exponents
b. Multiply and Divide Expressions which have Rational Exponents
c. Simplify Radical Expressions
e. Determine the n'th Root of Radical Expressions with Variables

7.0 QUADRATIC EQUATIONS

7.1 Simple Quadratic Equations

a. Simplify Using the Standard Form of a Quadratic Equation
b. Solve Quadratic Equations by Factoring
c. Solve Quadratic Equations by using the square root Property

7.2 Quadratic Equations and Radicals

a. Solve Quadratic Equations by completing the square
b. Solve Quadratic Equations by using the Quadratic Formula
c. Analyze Quadratic Equations Using Discriminant

7.3 Complex Numbers

a. Define Imaginary and Complex Numbers
b. Add and Subtract Complex Numbers
c. Multiply and Divide Complex Numbers
d. Evaluation Different Powers of "i"
e. Solve Quadratic Equations that have Complex or Imaginary solutions

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Evaluation will consist of topic tests and a final examination. Online work sheets, topic evaluates, homework, and quizzes could also be evaluated. The online worksheets, topic evaluates, and homework combined shall account for no more than 10% of the final grade. The instructor will present the weighting of each item in the course syllabus. A 70% average on instructor generated topic exams will be considered the minimum mastery level of the course competencies.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
Academic Systems Algebra (PLATO)

B. Reference(s) and Bibliography

C. Equipment/Facilities

D. Instructional Supplies
Academic Systems Algebra software package
Testing software, such as Exam Viewer
Interactive whiteboards

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?
☐ Yes
☒ No
Comments:

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GUAM COMMUNITY COLLEGE
Kulehon Kumunidåt Guåhan

COURSE APPROVAL FORM
COVER SHEET

BANNER TERM 20120

Technology and Student Services
SCHOOL

Mathematics
DEPARTMENT

MA108 Introduction to College Algebra
COURSE ALPHA, NUMBER, TITLE

Carl Torres II, Steve Lam
AUTHOR

11/07/2011
DATE SUBMITTED

Check the action to be taken and have the indicated people sign.

☐ Course Adoption - all signatories
☒ Course Substantive Revision - all signatories except President

APPROVED BY	NAME	APPROVED	DISAPPROVED	DATE	ACTION*
DEPARTMENT CHAIR	Steve Lam	☒	☐	11/06/11	NC
ADVISORY COMMITTEE/ SUBJECT/INDUSTRY EXPERT	N/A	☐	☐		
REGISTRAR	Patrick L. Clymer	☑	☐	11/8/11	NC
Acting DEAN	Viginia C. Tudela, Ph.D.	☑	☐	11/09/11	NC
LEARNING OUTCOMES COMMITTEE CHAIR	Eric Chong	☑	☐	12/2/11	NC
VP, ACADEMIC AFFAIRS	R. Ray D. Somera, Ph.D.	☑	☐	12/5/11	
PRESIDENT	Mary A. Y. Okada, Ed.D.	☐	☐		

* Indicate if the document had no corrections (NC), was approved with minor corrections (WC), or was disapproved and returned back to author (BTA).

This version of the cover sheet facilitates the eventual transition to an all-online curricula approval process.

College Catalog Update
☐ Fall ☑ Spring Yr 2012
12/5/11 MS Word
Banner Dbase

Paper Copy Archived
Banner SCACRS pdf
C: Binder AY Catalog 12/5/11
Electronic MS Word

MA108_ISR_2011-11-07

COURSE APPROVAL FORM
FOR ADOPTION AND SUBSTANTIVE REVISION

I. TYPE OF ACTION

Check the type of action that applies. If previous Course Guide exists, please attach.

A. ☐ Adoption

B. ☒ Substantive Revision (attach electronic copy of current Course Guide)

The numbers listed next to the changes below may or may not require a response and they have been identified as those questions most likely needing to be addressed. The entire Course Guide should be reviewed for applicability.

- ☐ Change in number of credit hours: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Change in prerequisite(s) other than prerequisite(s) offered within your department: II, IVD, VII, VIII, IX, X, XI, XII
- ☐ Substantive change in course content: II, IVD, VII, VIII, IX, X, XI, XII
- ☒ Identify specific changes not listed above:
  Changes of course descriptions and textbook and refining SLOs

II. INTRODUCTION

The course is connected to the following program(s):

A. The course is connected to Career Cluster and Career Pathway

III. COURSE DESCRIPTION & STUDENT LEARNING OUTCOMES

This course description will appear in the College Catalog followed by the Student Learning Outcomes-Course Level.

Course Description:

This course is a continuation of MA095 and is designed to provide students with basic Algebraic skills needed in the career and technical fields and the background necessary for advancement in mathematics. Topics include Real Number system and operations, fundamental operations and factorization of polynomials, introduction to equations and inequalities, rational expressions including exponents, radicals, quadratic equations and quadratic formula, and applications. Prerequisite: placement test or successful completion of MA095.

If the description above is a revision, attach a copy of the current catalog page(s) to be revised.

Catalog Year: **2011-12** Page Numbers: **150**

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

Upon successful completion of this course, students will be able to:

1. Solve and graph linear equations and inequalities.
2. Simplify and solve rational expressions and equations.
3. Solve quadratic equations using the following methods: factoring, completing the square, and the quadratic formula.

3. **Solve quadratic equations using the following methods: factoring, completing the square, and the quadratic formula.**

☐ These SLOs are aligned to States' Career Cluster Initiatives (SCCI) (www.careerclusters.org) standards.

IV. RATIONALE FOR PROPOSAL

If this course is connected to a program, answer A, D and E. If this course is not connected to a program, answer A-D.

A. Reason this proposal should be adopted in light of the College's mission statement and educational goals

The main goal of Guam Community College is to provide career and technical education to meet the needs of Guam's workforce. This course provides the basic mathematical skills and knowledge needed for success in meeting the math requirements for this goal.

B. An assessment of Industry or Community need

The course competencies are part of the general education requirements of the College and will connect with the industry or community needs and to meet part II of developmental math course (MA085) needs at the University of Guam.

C. Conformity of this course to legal and other external requirements. Include articulation agreements, State Voc/Tech requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements if applicable

This course is equivalent to University of Guam's MA085 level II.

D. Results of course and course guide evaluation.

Feedback from past and current instructors, department members, and students was obtained as the course was reviewed.

E. Program requirements (associate degree, certificate, diploma) served by this course

V. RESOURCE REQUIREMENTS AND COSTS (PENDING AVAILABILITY OF FUNDS)

A. Resources (materials, media, and equipment) and costs

Interactive whiteboards, multimedia projectors, and computer.

B. Personnel requirements (administrative, instructional and support staff) and costs

It is anticipated that this course will be taught by full-time faculty assigned to the department or by adjunct faculty who have knowledge and expertise in the field. Regular salary scales (full-time/adjunct) will apply.

C. Facility requirements and costs

Existing classroom space with computers and facilities will be sufficient.

D. Funding source(s)

It is anticipated that this course will be part of the locally funded budget to the College and the students will pay the usual tuition and fees.

E. Impact, financial or otherwise, this course may have on the School/College

No major impact related to course revisions.

VI. IMPLEMENTATION SCHEDULE

A. Implementation date **Spring 2012**
* Document must be approved by second week of March to be effective following fall semester or second week of October to be effective following spring semester.

B. Course Offering: **Fall and Spring**
Every Year

VII. COURSE DESCRIPTION

A. Course
Alpha: **MA**
Number: **108**

B. Course Title(s)
Long Title: **Introduction to College Algebra**
Abbreviated Title (20 characters maximum): **College Algebra**

C. Contact Hours and Number of Students
Maximum Number of Students: **30**
Lecture Hours: **45**
Lab Hours (state category 1 or 2):
Clinical:
Other:
Total Hours:

D. Number/Type of Credits
Carnegie Units: per semester
Semester Hours: **3** per semester

E. Catalog Description (Moved to Section III. See page 2)

F. Prerequisite(s) **Placement test or successful completion of MA095**

G. Co-requisites(s)

H. Articulation
Secondary Programs/Courses
University of Guam **MA085 Level II**
Others

I. Target Population
Students who need math development skills to meet the general education math requirements and prerequisites for certifications or degree programs.

J. Cost to Students (specify any lab fees)
Tuition, fees, and textbook.

VIII. COURSE DESIGN

Instructors will use lectures, formal assessments (i.e., quizzes and tests) and other course related activities that will provide students with opportunities to perform the desired skills and learning outcomes. At the discretion of the instructor, assignments and assessments will be completed and submitted either on paper or online using software, MathXL or MyMathLab, provided and supported by the publisher of the textbook. All chapter tests and final exam will be administered in class on scheduled dates either online or on paper.

IX. COURSE OUTLINE

1. **Identify graphs of linear equations and inequalities in two variables.**
2. **Solve exponents and polynomials.**
3. **Perform factoring and solve applications of polynomials.**
4. **Solve rational expressions and applications.**
5. **Solve systems of linear equations and inequalities.**
6. **Relate roots and radicals.**
7. **Solve quadratic equations.**

X. STUDENT LEARNING OUTCOMES - DETAILED (based on Course Outline)

Upon successful completion of this course, students will be able to:

1. **Identify graphs of linear equations and inequalities in two variables.**
   - **1.1. Graphs linear equations and inequalities in two variables.**
     - 1.1.1. Interpret graphs.
     - 1.1.2. Write a solution as an ordered pair.
     - 1.1.3. Decide whether a given ordered pair is a solution of a given equation.
     - 1.1.4. Complete ordered pairs for a given equation.
     - 1.1.5. Complete a table of values.
     - 1.1.6. Plot ordered pairs.
   - **1.2. Graph linear equations in two variables.**
     - 1.2.1. Graph linear equations by plotting ordered pairs.
     - 1.2.2. Find intercepts.
     - 1.2.3. Graph linear equations of the form $Ax + By = 0$.
     - 1.2.4. Graph linear equations of the form $y = k$ or $x = k$.
     - 1.2.5. Use a linear equation to model data.
   - **1.3. Find the slope of a line.**
     - 1.3.1. Find the slope of a line given two points.
     - 1.3.2. Find the slope from the equation of a line.
     - 1.3.3. Use slope to determine whether two lines are parallel, perpendicular, or neither.
   - **1.4. Write the equations of lines.**
     - 1.4.1. Write an equation of a line given its slope and y-intercept.
     - 1.4.2. Graph a line given its slope and a point on the line.
     - 1.4.3. Write an equation of a line given its slope and any point on the line.
     - 1.4.4. Write an equation of a line given two points on the line.
     - 1.4.5. Find an equation of a line that fits a data set.
   - **1.5. Graph linear inequalities in two variables.**
     - 1.5.1. Graph linear inequalities.
     - 1.5.2. Graph an inequality with boundary through the origin.
     - 1.5.3. Solve exponents and polynomials.

2. **Solve exponents and polynomials.**

2.1. Add and Subtract polynomials.

2.1.1. Review combining like terms.
2.1.2. Describe the vocabulary for polynomials.
2.1.3. Evaluate polynomials.
2.1.4. Add polynomials.
2.1.5. Subtract polynomials.
2.1.6. Add and subtract polynomials with more than one variable.

2.2. Use the product rule and power rules for exponents.

2.2.1. Use exponents.
2.2.2. Use the product rule for exponents.
2.2.3. Use the rule: $(a^m)^n = a^{mn}$
2.2.4. Use the rule: $(ab)^m = a^m b^m$
2.2.5. Use the rule: $(a/b)^m = a^m / b^m$
2.2.6. Use combinations of the rules for exponents.
2.2.7. Use the rules for exponents in a geometry application.

2.3. Multiply polynomials.

2.3.1. Multiply a monomial and a polynomial.
2.3.2. Multiply two polynomials.
2.3.3. Multiply binomials by the FOIL method.

2.4. Find special products.

2.4.1. Square binomials.
2.4.2. Find the product of the sum and difference of two terms.
2.4.3. Find greater powers of binomials.

2.5. Use integer exponents and the quotient rule.

2.5.1. Use 0 as an exponent.
2.5.2. Use negative numbers as exponents.
2.5.3. Use the quotient rule for exponents.
2.5.4. Use combinations of rules.

2.6. Divide a polynomial by a monomial.

2.6.1. Divide a polynomial by a monomial.

2.7. Divide a polynomial by a polynomial

2.7.1. Divide a polynomial by a polynomial.
2.7.2. Apply division to a geometry problem.

2.8. Demonstrate an application of exponents: Scientific Notation

2.8.1. Express numbers in scientific notation.
2.8.2. Convert numbers in scientific notation to numbers without exponents.
2.8.3. Use scientific notation in calculations.

3. Perform factoring and solve applications of polynomials.

3.1. Use the Greatest Common Factor method.

3.1.1. Find the greatest common factor of a list of numbers.
3.1.2. Find the greatest common factor of a list of variable terms.
3.1.3. Factor out the greatest common factor.
3.1.4. Factor by grouping.

3.2. Factor trinomials.

3.2.1. Factors trinomials with a coefficient of 1 for the squared term.
3.2.2. Factor trinomials after factoring out the greatest common factor.

3.3. Factor trinomials by grouping method.
3.3.1. Factor trinomials by grouping when the coefficient of the squared term is not 1.

3.4. Factor trinomials using FOIL method.
3.4.1. Factor trinomials using FOIL.

3.5. Apply special factoring techniques
3.5.1. Factor a difference of squares.
3.5.2. Factor a perfect square trinomial.
3.5.3. Factor a difference of cubes.
3.5.4. Factor a sum of cubes.

3.6. Describe a general approach to factoring.
3.6.1. Factor out any common factor.
3.6.2. Factor binomials.
3.6.3. Factor trinomials.
3.6.4. Factor polynomials with more than three terms.

3.7. Solve quadratic equations by factoring.
3.7.1. Solve quadratic equations by factoring.
3.7.2. Solve other equations by factoring.

3.8. Solve applications of quadratic equations.
3.8.1. Solve problems about geometric figures.
3.8.2. Solve problems about consecutive integers.
3.8.3. Solve problems using the Pythagorean formula.
3.8.4. Solve problems using given quadratic models.

4. Solve rational expressions and applications.

4.1. Identify the fundamental property of rational expressions.
4.1.1. Find the values of the variable for which a rational expression is undefined.
4.1.2. Find the numerical value of a rational expression.
4.1.3. Write rational expressions in lowest terms.
4.1.4. Recognize equivalent forms of rational expressions.

4.2. Multiply and Divide rational expressions.
4.2.1. Multiply rational expressions.
4.2.2. Find reciprocals.
4.2.3. Divide rational expressions.

4.3. Find the Least Common Denominators.
4.3.1. Find the least common denominator for a list of fractions.
4.3.2. Write equivalent rational expressions.

4.4. Add and Subtract rational expressions.
4.4.1. Add rational expressions having the same denominator.
4.4.2. Add rational expressions having different denominators.
4.4.3. Subtract rational expressions.

4.5. Solve complex fractions.

4.5.1. Simplify a complex fraction by writing it as a division problem (Method 1).
4.5.2. Simplify a complex fraction by multiplying numerator and denominator by the least common denominator (Method 2).

4.6. Solve equations with rational expressions.
4.6.1. Distinguish between operations with rational expressions and equations with terms that are rational expressions.
4.6.2. Solve equations with rational expressions.
4.6.3. Solve a formula for a specified variable.

4.7. Solve applications of rational expressions
4.7.1. Solve problems about numbers.
4.7.2. Solve problems about distance, rate, and time.
4.7.3. Solve problems about work.

4.8. Define and solve variation.
4.8.1. Solve direct variation problems.
4.8.2. Solve inverse variation problems.

5. Solve systems of linear equations and inequalities.

5.1. Solve systems of linear equations by graphing.
5.1.1. Decide whether a given ordered pair is a solution of a system.
5.1.2. Solve linear systems by graphing.
5.1.3. Solve special systems by graphing.
5.1.4. Identify special systems without graphing.

5.2. Solve systems of linear equations by substitution.
5.2.1. Solve linear systems by substitution.
5.2.2. Solve special systems by substitution.
5.2.3. Solve linear systems with fractions and decimals by substitution.

5.3. Solve systems of linear equations by elimination.
5.3.1. Solve linear systems by elimination.
5.3.2. Multiply when using the elimination method.
5.3.3. Use an alternative method to find the second value in a solution.
5.3.4. Use the elimination method to solve special systems.

5.4. Solve applications of linear systems.
5.4.1. Solve problems about unknown numbers.
5.4.2. Solve problems about quantities and their costs.
5.4.3. Solve problems about mixtures.
5.4.4. Solve problems about distance, rate (or speed), and time.

5.5. Solve systems of linear inequalities.
5.5.1. Solve systems of linear inequalities by graphing.

6. Relate roots and radicals.

6.1. Evaluate Roots.
6.1.1. Find square roots.
6.1.2. Decide whether a given root is rational, irrational, or not a real number.
6.1.3. Find decimal approximations for irrational square roots.

6.1.4. Use the Pythagorean formula.
6.1.5. Find cube, fourth, and other roots.

6.2. Multiply, Divide, and Simplify Radicals.
6.2.1. Multiply square root radicals.
6.2.2. Simplify radicals using the product rule.
6.2.3. Simplify radicals using the quotient rule.
6.2.4. Simplify radicals involving variables.
6.2.5. Simplify other roots.

6.3. Add and Subtract Radicals.
6.3.1. Add and subtract radicals.
6.3.2. Simplify radical sums and differences.
6.3.3. Simplify more complicated radical expressions.

6.4. Rationalize the Denominator.
6.4.1. Rationalize denominators with square roots.
6.4.2. Write radicals in simplified form.
6.4.3. Rationalize denominators with cube roots.

6.5. Perform more Simplifying and Operations with Radicals.
6.5.1. Simplify products of radical expressions.
6.5.2. Use conjugates to rationalize denominators of radical expressions.
6.5.3. Write radical expressions with quotients in lowest terms.

6.6. Solve equations with radicals.
6.6.1. Solve radical equations having square root radicals.
6.6.2. Identify equations with no solutions.
6.6.3. Solve equations by squaring a binomial.
6.6.4. Solve problems using formulas that involve radicals.

7. Solve quadratic equations.

7.1. Solve quadratic equations by the square root property.
7.1.1. Solve equations of the form $x2 = k$, where $k > 0$.
7.1.2. Solve equations of the form $(ax + b)2 = k$, where $k > 0$.
7.1.3. Use formulas involving squared variables.

7.2. Solve quadratic equations by completing the Square
7.2.1. Solve quadratic equations by completing the square when the coefficient of the second-degree term is 1.
7.2.2. Solve quadratic equations by completing the square when the coefficient of the second-degree term is not 1.
7.2.3. Simplify the terms of an equation before solving.
7.2.4. Solve applied problems that require quadratic equations.

7.3. Solve quadratic equations by the quadratic formula.
7.3.1. Identify the values of a, b, and c in a quadratic equation.
7.3.2. Use the quadratic formula to solve quadratic equations.
7.3.3. Solve quadratic equations with only one solution.
7.3.4. Solve quadratic equations with fractions.

XI. MEANS OF ASSESSMENT AND CRITERIA FOR SUCCESS

Evaluation may consist of worksheets, homework, lesson quizzes, topic tests, and a comprehensive final exam. Students must achieve at least a 60% average

and above on all the assignments in order to obtain a passing grade for the course.

XII. TEXTBOOK REFERENCE, EQUIPMENT AND SUPPLIES

A. Required Textbook(s)
Developmental Mathematics with MathXL access: Basic Mathematics and Algebra, 2nd or latest edition, by Lial, Hornsby, McGinnis, Salzman, and Hestwood(© 2010).

B. Reference(s) and Bibliography

C. Equipment/Facilities
Computers with Internet Connection

D. Instructional Supplies
LCD projector, white boards, and Interactive Mathematics Learning Software Package by Publisher

E. Has the Advisory Committee reviewed and concurred with the materials, content, and assessment used for this course?

☐ Yes
☐ No
Comments: **n/a**

APPENDIX B

GCC
GUAM COMMUNITY COLLEGE
Kulehon Kumunidát Guáhan

TO: Frank Blas, Math/Science Department Chair
Judy Salas, English Department Chair
Karen Sablan, Counseling Department Chair
Patrick Clymer, Registrar

From: Dr. Michelle Santos, Dean TSS MS
Reilly Ridgell, Dean TPS RR

SUBJECT: Placement test score level changes

DATE: February 3, 2009

We need to formalize the process when the English or Math department decides to change the placement score level for entry into a particular class so that everyone is made aware of the change. If you determine the placement score levels for particular classes need changing, or if the placement test used is no longer sufficient, request this change by submitting a Non-Substantive Change form through the regular process. Before doing so, please have discussions with Counseling.

Reviewed by: _____ 2/3/09
Dr. R. Ray D. Somera, AVP

P.O. Box 23069, Barrigada, Guam 96921 • Phone: (671) 735-5636/5637 • Fax: (671) 734-1003

This report was prepared by Dr. Virginia C. Tudela, Dean, School of Technology and Student Services and Dr. Karen M.S. Sablan, Associate Dean, School of Trades and Professional Services.

Contributors:

Department Assessment Data and input to the report was provided by the English Department Chairperson, Dr. Lisa Baza-Cruz and Mathematics/Science Department Chairperson, Steve Lam.

Administrative Assistance was provided by Doris Manibusan.
Data was compiled by Marlena Montague, AIER Assistant Director.