I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

III. CONSENT

<table>
<thead>
<tr>
<th>COURSE</th>
<th>UNITS</th>
<th>DESCRIPTION</th>
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<tr>
<td>WORD PROCESSING (C)</td>
<td>32</td>
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<tr>
<td>WELDING (AS)</td>
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IV. NOTIFICATION

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<tr>
<th>COURSE</th>
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<tbody>
<tr>
<td>BIO 128</td>
<td>3</td>
<td>The Sierra Nevada Effective: Summer 2009 Inactivate Articulation Status: Transfers to UC and CSU. General Education Status: Approved for MJC-GE area A, CSU-GE area B.2.</td>
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<td>BIO 264</td>
<td>3</td>
<td>Foundations in Laboratory Techniques Effective: Summer 2009 Inactivate Articulation Status: Transfers to CSU. General Education Status: Does not fulfill GE requirement.</td>
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<td>BIO 265</td>
<td>1</td>
<td>Beginning Molecular Biology Techniques Effective: Summer 2009 Inactivate Articulation Status: Transfers to CSU. General Education Status: Does not fulfill GE requirement.</td>
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| Course Code | Course Title                                      | Units | CRN
|-------------|--------------------------------------------------|-------|-------
| BIO 266     | Advanced Molecular Biology Techniques            | 1     | 041   |
| CHEM 103    | General Chemistry 2 Lecture                      | 3     | 049   |
| GEOL 64     | Geology of National Parks                        | 3     | 057   |
| GEOL 168    | Mineralogy and Crystallography                   | 4     | 065   |
| MATH 37     | Math Success Lab                                 | 1     | 073   |
| PHSCI 62    | Mathematical Skills for the Sciences             | ½     | 081   |
| SCI 201     | Concepts of Earth Science                        | 2     | 089   |
| SCI 202     | Concepts of Life Science                         | 2     | 097   |
| SCI 203     | Concepts of Physical Science                     | 2     | 101   |
V. DISCUSSION

BUSAD 210  Business Communication  
Effective: Summer 2009  
Modify: Learning goals, content, modalities  
Enrollment Restrictions: Maintaining (A) Satisfactory completion of ENGL 101.  
Distance Education Status: Requesting Online  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Requesting placement on CSU-GE areas A.1, A.2, A.3.

CLDDV 262  Diversity in Educational Settings  
Effective: Summer 2009  
Modify: Description, learning goals, content, textbooks  
Enrollment Restrictions: Maintaining (A) Satisfactory completion of CLDDV 103 or (CLDDV 104 and CLDDV 105).  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU.  
General Education Status: Requesting placement on MJC-GE area B and CSU-GE area D.7.

ECON 101  Principles of Macroeconomics  
Effective: Summer 2009  
Modify: Description, learning goals, textbooks  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 90.  
Distance Education Status: Removing Hybrid  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU and UC.  
General Education Status: Approved for MJC-GE area B, CSU-GE area D.2, IGETC area 4.

ECON 102  Principles of Microeconomics  
Effective: Summer 2009  
Modify: Description, learning goals, content, textbooks  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of MATH 90.  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Transfers to CSU and UC.  
General Education Status: Approved for MJC-GE area B, CSU-GE area D.2, IGETC area 4.

ENGL 50  Basic Composition & Reading  
Effective: Summer 2009  
Modify: Description, learning goals, content, methods of instruction, methods of assessment, textbooks  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 49.  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: No materials fee required.  
Articulation Status: Does not transfer.  
General Education Status: Approved for MJC-GE area D.1.
ENGL 103  Adv Comp & Critical Thinking  3  183
Effective: Summer 2009
Modify: Title, description, learning goals, content, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ENGL 101.
Distance Education Status: Requesting Hybrid & Online Postponed to 11/4/08
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.3, IGETC area 1B.

ESL 30  English Language 3  5  193
Effective: Summer 2009
Modify: Description, course goal, learning goals, content, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 42 or Eligibility for ESL 30 as determined by MJC Assessment process.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

ESL 45  English Language 5  5  205
Effective: Summer 2009
Modify: Description, field trips, course goal, learning goals, content, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 40.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

ESL 47  English Language 6  5  215
Effective: Summer 2009
Modify: Description, learning goals, content, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining (P) Satisfactory completion of ESL 45 or Eligibility for ESL 47 as determined by MJC Assessment process.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Does not transfer.
General Education Status: Does not fulfill GE requirement.

GERM 101  German 1  5  227
Effective: Summer 2009
Modify: Units, learning goals, content, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Requesting Hybrid
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area C, CSU-GE area C.2, IGETC area 6A.
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<td>Plane Geometry</td>
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<td>Algebra with Applications</td>
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<td>SPCOM 104</td>
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<td>SPCOM 106</td>
<td>Group &amp; Organizational Communication</td>
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<td>SPCOM 107</td>
<td>Introduction to Debate</td>
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<td>SPCOM 109</td>
<td>Women in Management</td>
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**SPCOM 103: Interpersonal Communication**
- **Effective**: Summer 2009
- **Modify**: Description, learning goals, methods of assessment
- **Enrollment Restrictions**: None
- **Distance Education Status**: Not approved for Distance Education
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU and UC.
- **General Education Status**: Requesting MJC-GE area D2, CSU-GE area D.7, IGETC area 4.

**SPCOM 104: Argumentation**
- **Effective**: Summer 2009
- **Modify**: Learning goals
- **Enrollment Restrictions**: Maintaining (P) Satisfactory completion of ENGL 101.
- **Distance Education Status**: Requesting Online
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU and UC.
- **General Education Status**: Approved for MJC-GE area D2, CSU-GE area A.3, IGETC areas 1B.

**SPCOM 105: Forensics Debate**
- **Effective**: Summer 2009
- **Modify**: Title, methods of instruction
- **Enrollment Restrictions**: None
- **Distance Education Status**: Not approved for Distance Education
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU.
- **General Education Status**: Approved for MJC Activities.

**SPCOM 106: Group & Organizational Communication**
- **Effective**: Summer 2009
- **Modify**: Description, learning goals, content, methods of assessment
- **Enrollment Restrictions**: None
- **Distance Education Status**: Not approved for Distance Education
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU.
- **General Education Status**: Approved for MJC-GE area D.2.

**SPCOM 107: Introduction to Debate**
- **Effective**: Summer 2009
- **Modify**: Field trips, methods of instruction, methods of assessment
- **Enrollment Restrictions**: None
- **Distance Education Status**: Not approved for Distance Education
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU and UC.
- **General Education Status**: Approved for MJC-GE area D.2, CSU-GE area A.3.

**SPCOM 109: Women in Management**
- **Effective**: Summer 2009
- **Modify**: Title, methods of assessment
- **Enrollment Restrictions**: None
- **Distance Education Status**: Not approved for Distance Education
- **Materials Fee Status**: No materials fee required.
- **Articulation Status**: Transfers to CSU.
- **General Education Status**: Does not fulfill GE requirement.
SPCOM 110  Persuasion 3 425
Effective: Summer 2009
Modify: Methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area D.2, CSU-GE area A.1, IGETC area 1C.

SPCOM 115  Forensics Platform Speeches 2 435
Effective: Summer 2009
Adopt
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Requesting MJC Activities.

SPCOM 120  Oral Reading / Interpretation 3 443
Effective: Summer 2009
Modify: Textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area C, CSU-GE area C.1.

SPCOM 122  Introduction to Readers' Theatre 3 455
Effective: Summer 2009
Modify: Description, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC Activities, CSU-GE area C.1.

SPCOM 123  Storytelling 3 465
Effective: Summer 2009
Modify: Description, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU.
General Education Status: Approved for MJC Activities, CSU-GE area C.1

SPCOM 124  Advanced Readers' Theatre 3 475
Effective: Summer 2009
Modify: Description, materials fee, learning goals, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining (A) Satisfactory completion of SPCOM 122 or THETR 122.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: No materials fee required.
Articulation Status: Transfers to CSU and UC.
General Education Status: Approved for MJC-GE area C, CSU-GE area C.1.
SPCOM 125  Forensics Interpretation Events  
*Effective*: Summer 2009  
*Adopt*  
*Enrollment Restrictions*: None  
*Distance Education Status*: Not approved for Distance Education  
*Materials Fee Status*: No materials fee required.  
*Articulation Status*: Transfers to CSU.  
*General Education Status*: Requesting MJC Activities.  

SPCOM 130  Intercultural Communication  
*Effective*: Summer 2009  
*Modify*: Learning goals, methods of instruction, textbooks  
*Enrollment Restrictions*: None  
*Distance Education Status*: Requesting Online  
*Materials Fee Status*: No materials fee required.  
*Articulation Status*: Transfers to CSU and UC.  
*General Education Status*: Approved for MJC-GE area D.2, CSU-GE areas D.3, D.7, IGETC area 4G. Requesting MJC-GE area B, IGETC area 4C.  

SPCOM 145  Parliamentary Procedure  
*Effective*: Summer 2009  
*Modify*: Methods of assessment  
*Enrollment Restrictions*: None  
*Distance Education Status*: Not approved for Distance Education  
*Materials Fee Status*: No materials fee required.  
*Articulation Status*: Transfers to CSU.  
*General Education Status*: Does not fulfill GE requirement.
## VI. PROGRAMS

### Program Inactivations

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<th>Units</th>
<th>Code</th>
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### Program Modifications (Non-Substantial)

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<th>Units</th>
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<td>ARCHITECTURE (AS) (Formerly ARCHITECTURE / ARCHITECTURAL ENGINEERING)</td>
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<td>CONSTRUCTION MANAGEMENT (AS)</td>
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### Program Modifications (Substantial)

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VII. UNFINISHED BUSINESS

1. AP Grid, Revisions to R. Cranley 583

2. Title 5 Compliance Progress
   a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards K. Walters Dunlap 585
   b. Broadness of Degrees – Revised Deadlines and Instructions B. Sanders
   c. Areas of Emphasis B. Sanders
   d. AOEs and Production of 08-09 Addendum L. Senechal

3. CurricUNET Trainings B. Adams

4. Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States S. Agostini 589

5. Revised outlines needed to reflect articulation correspondence:
   a. EASCI 162
   b. METEO 161

6. Educational Requirements Committee K. Walters Dunlap
   (This item postponed definitely)

7. ASCCC: Course Outline of Record: A Curriculum Reference Guide B. Adams
   a. Course Outline Language & Elements

8. Student Learning Outcomes and the Course Outline of Record A. Peek

VIII. NEW BUSINESS

1. Satisfying the Guidance requirement M. Garcia

2. Distance Education Workgroup M. Adams

3. Technical Review Committee Members B. Adams

IX. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Committee B. Adams

2. CurricUNET Implementation Committee Update B. Sanders

X. PUBLIC COMMENT
Members Present:  

Members Absent:  
T. Lopez (ASMJC), M. Lynch, C. Mulder

Others Present:  
S. Fornelli, L. Senechal

I. APPROVAL OF ORDER OF AGENDA

No objections to the order of agenda

II. APPROVAL OF MINUTES

October 07, 2008

May 06, 2008 minutes approved.

III. NOTIFICATION

The committee was notified as to the following approvals from the State.

CCCO Approvals:

- AA: General Studies with Areas of Emphasis
- AA: Language Studies

The committee was notified as to the following inactivations:

**GERM 103**  
German 3  
Effective: Summer 2009  
Inactivate  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of GERM 102.  
TMI Status: Not approved for TMI.  
Materials Fee Status: No Materials Fees required.  
Articulation Status: Transfers to UC and CSU.  
General Education Status: MJC-GE: C, CSU-GE: C.2, IGETC: 3B.

**GERM 104**  
German 4  
Effective: Summer 2009  
Inactivate  
Enrollment Restrictions: Maintaining (P) Satisfactory completion of GERM 103.  
TMI Status: Not approved for TMI.  
Materials Fee Status: No Materials Fees required.  
Articulation Status: Transfers to UC and CSU.  
General Education Status: MJC-GE: C, CSU-GE: C.2, IGETC: 3B.
MATH 47  Skills for Success in Elementary Algebra  
**Effective:** Summer 2009  
Inactivate

- **Enrollment Restrictions:** Maintaining (P) Satisfactory completion of MATH 20 or placement for MATH 70 by the MJC assessment process.
- **TMI Status:** Not approved for TMI.
- **Materials Fee Status:** No Materials Fees required.
- **Articulation Status:** Does not transfer.
- **General Education Status:** Does not fulfill GE requirements.

MATH 49  Skills for Success in Intermediate Algebra  
**Effective:** Summer 2009  
Inactivate

- **Enrollment Restrictions:** Maintaining (P) Satisfactory completion of MATH 70 or (MATH 71 and MATH 72) or placement for MATH 90 by the MJC assessment process.
- **TMI Status:** Not approved for TMI.
- **Materials Fee Status:** No Materials Fees required.
- **Articulation Status:** Does not transfer.
- **General Education Status:** Does not fulfill GE requirements.

**IV. DISCUSSION**

BUSAD 201  Financial Accounting  
**Effective:** Spring 2009  
Expedited!

- **Modify:** Description, content, methods of instruction, textbooks, learning goals, methods of assessment
- **Enrollment Restrictions:** Maintaining (A) Satisfactory completion of BUSAD 310, (P) Satisfactory completion of ENGL 50 or Eligibility for ENGL 101 as determined by MJC Assessment process.
- **TMI Status:** Approved for Online, Hybrid
- **Materials Fee Status:** No materials fee required.
- **Articulation Status:** Transfers to CSU and UC.
- **General Education Status:** Does not fulfill GE requirement.

- M/S/U to approve modifications to BUSAD 201 (K. Ennis)
- M/S/U to approve restrictions for BUSAD 201 (C. Hudelson-Putnam)
- M/S/U to approve online & hybrid modalities for BUSAD 201 (K. Ennis)
- M/S/U to approve expedited approval for BUSAD 201 (B. Sinclair)

BUSAD 202  Managerial Accounting  
**Effective:** Spring 2009  
Expedited!

- **Modify:** Description, content, textbooks, learning goals, methods of assessment, modalities
- **Enrollment Restrictions:** Maintaining (P) Satisfactory completion of BUSAD 201
- **TMI Status:** Requesting approval for Online, Hybrid
- **Materials Fee Status:** No materials fee required.
- **Articulation Status:** Transfers to CSU and UC.
- **General Education Status:** Does not fulfill GE requirement.

- M/S/U to approve modifications to BUSAD 202 (K. Ennis)
- M/S/U to approve restrictions for BUSAD 202 (C. Hudelson-Putnam)
- M/S/U to approve online & hybrid modalities for BUSAD 202 (K. Ennis)
- M/S/U to approve expedited approval for BUSAD 202 (B. Sinclair)
V. PROGRAMS

MUSIC (AA)  
Effective: Summer 2009  
Modify: Required and elective courses

This item postponed due to lack of information/changes

VI. UNFINISHED BUSINESS

1. **Changing Math and English Graduation Requirements** (SECOND READING)  
   B. Sanders
   a. Should we remove English 50 from MJC-GE area D.1?
   b. Should we remove Math 90 from MJC-GE area D.2?
   c. Should any new classes created to meet the revised graduation requirements be added to D.1 or D.2?

   The Math department feels that MATH 90 should be removed from area D.2. The English department likewise feels that ENGL 50 should be removed from area D.1.

   The committee had requested some data to use in discussing this topic, but the date was not provided.

   M/S/C (1 nay) to remove ENGL 50 from area D.1 and to remove MATH 90 from area D.2 of the MJC Graduation Pattern (A. Peek)

2. **AP Grid, Revisions to**  
   R. Cranley

   There was further discussion about the revised AP Grid. Individual departments need to make the decision about whether course credit will be given for passing AP exams. Sciences will look at whether or not to continue to not award lab credit for passing AP exams. Committee members were again asked to take back to their divisions for feedback.

3. **Title 5 Compliance Progress**
   a. Skills Recognitions – Update on Conversion for 17 Unit or Fewer Awards  
      K. Walters Dunlap
   b. Broadness of Degrees – Revised Deadlines and Instructions  
      B. Sanders
   c. Areas of Emphasis  
      B. Sanders
   d. AOE’s and Production of 08-09 Addendum  
      L. Senechal

      Production of the Addendum will continue, time permitting.

4. **CurricUNET Trainings**  
   B. Adams

   A training is scheduled for Friday, October 10 at 8:00 in the AG Department.

5. **Granting of Credit for Courses Taken at Institutions of Higher Learning Outside the United States**  
   R. Cranley

   Committee members were asked to take the latest draft back to their divisions for feedback.

6. **Revised outlines needed to reflect articulation correspondence:**  
   B. Sanders
a. EASCI 162  
b. MATH 134  
c. METEO 161

*MATH 134 can be taken off this list as the issues affecting articulation have been resolved.

7. **Educational Requirements Committee**  
K. Walters Dunlap  
(This item postponed indefinitely)

**VII. NEW BUSINESS**

1. **Should we revise AOE Guidelines to allow non-transferable AOE’s for the non-transferable General Studies AA?**  
B. Sanders/B. Adams  

*Add topic of ‘multiple degrees’ to next agenda.*  
*M/S/U to modify committee guidelines to allow AOE’s for the non-transferable General Studies AA (J. Daly)*

2. **Local Language:** Should we use *Distance Education* or *Technology Mediated Instruction* (TMI)?  

*M/S/U to use the term Distance Education instead of Technology Mediated Instruction (J. Daly)*

3. **ASCCC: Course Outline of Record: A Curriculum Reference Guide**  
B. Adams  

a. Course Outline Language & Elements  

*Barbara gave a short presentation about the most recent version of the guide for the Course Outline of Record. Two question that were raised: should we revert to calling the Student Learning Goals, Objectives? Should we revert to calling Methods of Assessment, Methods of Evaluation?*

4. **Student Learning Outcomes and the Course Outline of Record**  
A. Peek  

*Adrienne asked the committee to change some of the terminology used on our local course outline. Student Learning Goals would become Objectives. Course Goal is where SLOs would be listed. No motion was made.*  

*Adrienne & Barbara will meet to work on a potential revision to the course outline and will bring the topic back before the committee.*

**VIII. TASK FORCES**

1. **Special Topics, Experimental, Independent, Work-Experience Committee**  
B. Adams

2. **CurricUNET Implementation Committee Update**  
B. Sanders

**IX. PUBLIC COMMENT**
Nancy,

Okay, the history of it is clear to me now.

Sean, please include in the 10/21/08 agenda under consent section. Let's also include the memo and e-mail correspondence so the committee understands our oversight on this program.

Nancy/Heather, does this explanation suffice for your evaluation purposes?

Thanks everyone!

Barbara
I notice the memo references 2006-2007 catalog year. Do these substitutions apply to the 2007-2008 catalog also?
Lastly, the notation to add OFADM 364 to the required course list is for the 2008-2009 catalog year, correct?

Barbara

---

From: Nancy Backlund  
Sent: Tue 10/14/2008 12:08 PM  
To: Barbara Adams  
Cc: Kevin Alavezos; Christine Groth  
Subject: FW: Word Processing Program - Unit Requirements in Catalog

Barbara,

This problem originates from 2006-07 when CMPSC 274 was deactivated without our knowledge. I have attached the memo that we sent that listed the replacement courses for each of our course of studies. I never noticed that OFADM 364 wasn’t put in the required course list for word processing, and I also didn’t notice that the required unit level had been switched from 26 to 23.

Please add OFADM 364 Grammar in the Office (first semester) (1 unit) to the required course list and change the number of required units to 26. The 26 required units plus the 6 elective units will total the 32 that is required for the Word Processing Certificate.

If you have any questions, please let me know.

Nancy  
X6497

---

From: Kevin Alavezos  
Sent: Sunday, October 12, 2008 3:43 PM  
To: Nancy Backlund  
Subject: FW: Word Processing Program - Unit Requirements in Catalog

Nancy,

I think this one might be for you..........................Passing the buck!

Kevin Alavezos

---

From: Barbara Adams  
Sent: Fri 10/10/2008 4:32 PM  
To: Kevin Alavezos  
Cc: Brian Sinclair; Heather Gillis; Nancy Dahlin; Susie Agostini  
Subject: Word Processing Program - Unit Requirements in Catalog

Hi Kevin,

I'm helping the evaluations office clarify some various program discrepancies listed in the 08-09 catalog, and I believe you might be able to help us with the Word Processing program.

On page 133 of the 08-09 catalog, the Certificate of Achievement for Word Processing indicates 32 total units are required. However, the Required courses header states “Complete 23 units” and the Elective courses header states, “Complete 6 units,” totaling 29 units. Additionally, when the required courses unit column is totaled, it totals 25 units.

As you can imagine, this creates a dilemma for evaluators as they are trying to verify a student has met the requirement for the certificate.

Could you review the program (or forward this to the responsible party or parties) listing on pg. 133 and let me know what the correct course/unit requirements are?

10/15/2008
Memo

To: Counseling Department
   Evaluations
   Curriculum Committee

From: Nancy Backlund
      Office Administration

Date: October 15, 2008

Re: CMPSC 274 Discontinuance

Computer Science has discontinued CMPSC 274, and it was pulled from the 2006-07 Catalog wherever it existed. Consequently, the Office Administration area has two certificates and an AA degree that were affected. The total units listed in the Catalog do not agree with the number of course units listed. Due to this, we will be making substitutions for the 2006-07 year as follows:

**Certificate: Office Administration**
OFADM 203B will be changed to 203C
OFADM 359
OFADM 361
OFADM 363

**AA Degree: Office Administration**
OFADM 359
OFADM 361
OFADM 362
OFADM 363

**Certificate: Word Processing**
OFADM 359
OFADM 361
OFADM 363
OFADM 364

Please note:
All courses should be taken in the first semester of study.

cc: Chris Groth
    Kevin Alavezos
    John Zamora
Modesto Junior College
ASTRO 55 Course Data Summary Report

ASTRO 55 - Exploring the Night Sky
Action Type: Course Inactivation
Effective:
Primary Author: Brian Sanders
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1911.00  SAM Code:  State Classification: A
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ASTRO 55 - Exploring the Night Sky 1 Unit(s)

Audio-tutorial program in constellation identification and naked-eye astronomy. Self-paced study of nighttime sky with cassette tapes and visual aids.

Course is not repeatable Field trips are required.
Materials fee required

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Physiology of human vision, especially night vision; dark adaptation; peripheral vision
B. Locating Polaris and the cardinal points
C. Circumpolar constellations
D. Seasonal constellations:
   1. Classical mythology
   2. Standard stick-figure shapes
   3. Names of bright stars
   4. Spatial relationships among constellations
E. Lunar phases:
   Predicting, naming, plotting lunar motion on star map
F. Lunar and solar eclipses:
   1. Predicting, describing causes, correlating to lunar phases
   2. Saros cycle
G. Planet observations:
   1. Direct and retrograde motions
   2. Magnitude variations, scintillations
   3. Occultations, conjunctions, and spurious claims of astrology

H. Basic concepts of telescopic optics and astrophotography

I. Taxonomic study of transient events: comets, auroras, satellites, bolides, aircraft, novas

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Weekly reading in syllabus and texts
   2. Weekly written worksheets
   3. Weekly use of audio-tutorial tapes and slide-tape lessons at the college library
   4. Occasional visit to observatories or dark sky locations to see sky more clearly
   5. Classroom discussion of etymology of star names and critical analysis of sky-related mythologies in Western and Eastern cultures

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. identify in the night sky specified stars, planets, and constellations.
2. explain the cause of planetary retrograde motion.
3. define words used in visual astronomy (e.g., magnitude, arc-second, syzygy, penumbral eclipse, entrance pupil, etc.).
4. plot the observed location of sporadic and shower meteors.
5. account for the preponderance of Arabic star names and Greek constellation names.
6. trace, when known, the origins of star and constellation names in terms of mythology, sky location, etc.
7. be able to investigate independently transient events such as comets, auroras, and supernovas.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Weekly worksheets based on library study and direct observation of the night sky
2. Comprehensive written final examination
3. Oral evaluations at two to three week intervals

B. SUMMATIVE ASSESSMENT:
Proposal Impact

ASTRO 55 Exploring the Night Sky
**Course Inactivation**
Brian Sanders

Courses

Cross Listed Courses

Programs
Modesto Junior College
BIO 128 Course Data Summary Report

BIO 128 - The Sierra Nevada
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: Not Defined

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

BIO 128 - The Sierra Nevada
3 Unit(s)

A study of the Sierra Nevada mountain range: the people, physical features, fungi, plants and animals.

Course is not repeatable Field trips may be required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Introduction
      1. Origin of name
      2. Boundaries, regions, life zones, passes
      3. Essays, maps

   B. Human Aspects
      1. Indians, early white man*
      2. National forests, national parks
      3. Wilderness, outdoor hazards
      4. State parks, counties, towns, private lands
      5. Uses of and activities in the Sierra
      6. Impact of Sierra Nevada on people
      7. Management of public lands

   C. Biological Aspects
      1. Taxonomy
      2. Endangered species
      3. Ecology, Ecosystems
      4. Plants, animals, fungi
      5. Management of public lands

   D. Physical Aspects
1. Geology
2. Water, glaciers
3. Caves, peaks, soils
4. Lightning
5. Management of public lands

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**

Pre-requisite(s): None

**3. HOURS OF INSTRUCTION PER TERM**

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**4. TYPICAL METHODS OF INSTRUCTION**

Instructors of this course might conduct the course using the following methods:
1. Subject material will be presented through class lectures
2. Photographic slides, films, living and preserved specimens
3. Written evaluation of completed assignments
4. Analyze and derive conclusions from experimental data
5. Organize, compare, and formulate a conclusion from provided data

**5. TYPICAL ASSIGNMENTS**

**6. TEXTS AND OTHER READINGS**


**III. DESIRED LEARNING**

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

**B. STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

Upon satisfactory completion of this course, the student will be able to:
1. describe the role the Sierra plays in the lives of Californians. 2. evaluate the management of public lands. 3. describe the way people can use the Sierra to enrich their own lives. 4. observe how to develop and use a variety of mountain skills (skiing, fly fishing, backpacking, rock climbing, birding, photography, etc). 5. identify and develop proper mountain travel habits. 6. visit the Sierra. 7. plan and demonstrate proper preparation for a mountain outing. 8. develop methods of recording field notes. 9. identify contributions and role of Native people in the Sierra.*

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Lecture examinations
2. Field trip write-up
3. Comprehensive final exam

B. SUMMATIVE ASSESSMENT:
Proposal Impact

BIO 128 The Sierra Nevada
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
BIO 264 - Foundations in Laboratory Techniques

Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification: A
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Corequisite: BIO 101
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

BIO 264 - Foundations in Laboratory Techniques 3 Unit(s)

Basic laboratory skills for entry-level lab technicians in industrial or research oriented labs requiring a background in chemistry. Topics include lab safety, lab tools and techniques, the scientific method, hazardous materials, basic microbiology, and data analysis.

Course is not repeatable Field trips are required.
Materials fee required

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Role of Lab Tech and Lab Safety
1. Potential roles of a lab tech
2. General laboratory safety
   a) Food in the workplace
   b) Things to avoid in a lab setting
   c) Clothing in the workplace
   d) Keeping it safe at home
   e) Safety regulations
   f) Safety related equipment

B. Preparing and Keeping Lab Records and Standardized Forms
1. Standardized forms
   a) Why do it?
   b) What do they contain?
   c) When to use them?
2. Lab notebooks
   a) Why do it?
   b) What do they contain?
   c) When to use them?
d) Mechanics of keeping a lab book
3. Combining report styles

C. Communication Skills
1. Attitude in the work place and its importance
2. Importance of written communication in the work place
3. Latin roots, prefixes and suffixes
4. Writing and following written instructions
   a) Importance of written communication in the workplace
   b) Technical writing drills

D. Scientific Method and Test Validation
1. The scientific method
   a) Methodology
   b) Using proper controls
2. Experimental design
3. Analysis of experimental data
   a) Replicate trials
   b) Mean values
4. Standard deviation and experimental error
5. Precision of reporting (significant figures and rounding)
6. Standards and standard curves

E. Hazardous Materials
1. Types of hazards
2. Modes of exposure
3. Identifying hazards
4. Material Safety Data Sheet (MSDS)
   a) Hazard Communication Standard
   b) What are MSDS forms used for?
   c) MSDS format
   d) Common terms found on MSDS forms
   e) Example MSDS and worksheet
5. National fire protection agency (NFPA) 704 ID system
6. Hazardous Materials Identification System (HMIS)
7. Occupational Safety and Health Administration (OSHA)
   a) OSHA mission
   8. Hazardous spills
      a) What to do in case of spill
      b) Spill-kits and practice with spills

F. Laboratory Glassware and Micropipettes
1. Laboratory plastic and glassware
   a) Nalgene™ (plastics)
   b) Glassware (Pyrex® corning 7740 borosilicate glass)
2. Labware types and uses
   a) Funnels
   b) Sample bottles (Wheaton) [125ml - 1000ml]
   c) Flasks
d) Beakers (5mls-2000+mls)
e) Safety bottles
f) Graduated cylinders (10ml-2000ml)
g) Pipettes (plastic, Nalgene™ or borosilicate glass)
h) Micropipettes (Pipetman by Rainin)

3. Dishwashing
   a) Automatic dishwashers
   b) Cleaning by hand
   c) Monitoring labware cleaning
   d) Safety and dishwashing

G. Preparation of Chemical Solutions I – Theory
   1. SI (system international) units
      a) Converting SI units
   2. Describing chemical solutions
      a) Units of concentration
      b) Calculation of molarity from grams
   3. Making solutions of known concentration
      a) Adding solute (process)
      b) Diluting stock solutions
      c) Variables in a dilution equation  \( CS \times VS = CF \times VF \)
   4. What is pH?
      a) Acids and bases
      b) Measuring pH
   5. Making a dilution series
   6. Practice problems and calculations

H. Preparation of Chemical Solutions II – Applications
   1. Preparing an order and ordering
      a) Technical assistance
   2. pH meter instrument system
      a) Reference buffers
      b) Electrodes
      c) Filling solution (for reference electrode)
      d) Care and maintenance
      e) Electrode types
      f) Calibration of pH meter
      g) Measuring pH with a pH meter
      h) Problems with pH meter
   3. Use and operation of other lab equipment
      a) Magnetic stir plates
      b) Hot plates
      c) Balances
   4. Writing recipes
      a) Concentrated stock solutions
   5. Making solutions

I. Bacterial Media and Sterilization – Theory and Application
1. Bacterial media
   a) Types of media
      (1) Liquid media (broth)
      (2) Solid media (agar)
      (3) Solid media (3M Petrifilm?)
   b) Defined media
   c) Complex media
   d) Selective media
   e) Differential media
   f) Enrichment media
   g) Reducing media

2. Preparation of liquid media
3. Preparation of solid media (agar plates)
4. Sterilization of media
   a) Filtration
   b) Autoclave
      (1) Mechanics
      (2) Operation
      (3) Autoclavable items
      (4) Safety
      (5) Checking autoclave efficiency
      (6) Activity (preparing bacterial media)

J. Microbiology Basics – Theory and Application
1. Bacterial growth and growth cycle
2. Subculturing and sterile transfers
3. Terminology
4. Transferring with a wire loop (general procedure)
5. Isolating pure cultures (streak plating)
6. Standard plate count (SPC)
7. Microscopy and properties of light
   a) Compound light microscope
   b) Magnification
   c) Resolution
   d) Oil immersion
   e) Preparing, operating and cleaning of the microscope
8. Bacterial staining techniques
   a) Bacterial smear
   b) Simple stain
   c) Gram stain

K. Instrumentation
1. Centrifugation – Theory and Application
   a) Uses
   b) Types of centrifuges
   c) RPM and RCF values
   d) Centrifuge rotors (2 types)
e) Centrifuge tubes
1. Counter-balancing of centrifuge tubes
2. Physical properties of centrifuge tubes
   f) Operation of a refrigerated centrifuge
   g) Troubleshooting and maintenance
   h) Safety issues
2. Spectrophotometry and Colorimetry – Theory and Application
   a) Parts and theory
   b) Calibration of Spectronic 20
   c) Colorimetric detection of acetylsalicylic acid
      (1) Employing use of standard curve
   d) Spectrophotometric determination of absorption spectrum
      (1) Analysis of absorptive spectra for photosynthetic plant pigments
3. Chromatography – Theory
   a) The mobile phase
   b) The stationary phase (column)
   c) The oven
   d) The detectors
   e) Types of chromatography
      (1) Gas chromatography (GC)
      (2) Liquid chromatography (LC)
      (3) High-Performance Liquid Chromatography (HPLC)
      (4) Size-Exclusion Chromatography (SEC)
4. Enzyme Linked Immunosorbant Assay (ELISA) – Theory and Application
   a) Common uses
   b) Terminology
   c) Where do the antibodies come from?
   d) Direct ELISA (detection of antigen)
   e) Indirect ELISA
   f) Enzyme linked antibodies
L. Computerized Spreadsheets
   1. Rationale for use of computerized forms
   2. Creating simple spreadsheet files
      a) Simple macros and function wizards
      b) Formulas
   3. Graphing functions
   4. Printing and saving
M. Work-site Visits and Job Interviews
   1. Individual industrial lab site visits at local industrial labs
   2. Guest speakers from industry
   3. Interview skills
   4. Mock job interview

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
1. CO-REQUISITE(S):
   - BIO 101: Biological Principles with a minimum grade of C or better

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Methods of instruction will include lecture, class discussion, demonstration and laboratory experiences.
   2. Field trips, guest lectures, lecture handouts, study sheets, laser disc animations.
   3. Written evaluation of lab and demonstration assignments.
   4. Group analysis of individual assignments.

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS
   A. Workbook prepared by instructor

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:

   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

      REQUIRED LEARNING GOALS
      Upon satisfactory completion of this course, the student will be able to:
1. identify various roles and influences of lab technicians in laboratory settings. 2. describe the importance of communication skills in a lab setting and perform exercises designed to develop skills in writing and following instructions. 3. prepare and use a formal lab book and record data using standardized forms. 4. employ the scientific method in the design and analysis of various experiments. 5. explain the importance of proper controls and the principles of test validation. 6. demonstrate proper laboratory safety procedures. 7. describe how to identify, handle and dispose of hazardous materials found in an industrial or research lab setting. 8. identify and explain information and terms found in Material Safety Data sheets. 9. demonstrate proper use of standard laboratory equipment such as the pH meter, analytical balance, centrifuges, microfuge, pipetteman, standard laboratory glassware, filtration systems, autoclave, dishwasher, incubated shakers, microscopes, stir-plates, hot-plates, Bunsen burners and the spectrophotometer. 10. explain the theory behind such lab techniques as spectrophotometry, acid-base titration, centrifugation, chromatography, microscopy, Enzyme Linked Immunosorbant Assays, and sterilization. 11. generate a standard curve to determine the concentration of solute in a solution. 12. explain the pH scale and the components of a combination pH electrode. 13. perform serial dilutions and prepare concentrated stock solutions and standard laboratory solutions. 14. demonstrate sterile techniques associated with media preparation and the propagation and maintenance of pure cell cultures. 15. perform standard microbiology procedures such as simple staining, Gram Staining, Standard Plate Count, sterile transfer and isolation of a pure culture. 16. effectively use a computer spreadsheet in data analysis and processing. 17. demonstrate proper use of scientific notation, metric system and SI units. 18. identify standard laboratory glassware and explain the physical properties and appropriate applications of each type.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Lecture examinations
2. Laboratory reports and write-ups
3. Problem solving exercises
4. Writing drills
5. Comprehensive final examination

B. SUMMATIVE ASSESSMENT:
Proposal Impact

BIO 264 Foundations in Laboratory Techniques
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Modesto Junior College

BIO 265 Course Data Summary Report

BIO 265 - Beginning Molecular Biology Techniques

Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification: A
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Recommended for success:
Modesto Junior College

BIO 265 Course Outline

Effective Date:  
Printed On: 10/09/2008 11:02:11 AM MDT

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

**BIO 265 - Beginning Molecular Biology Techniques**  
1 Unit(s)

A short course designed as an in-service to introduce high school teachers and their students to basic laboratory techniques associated with molecular biology. Topics covered would include but are not limited to use of specific instrumentation associated with molecular biology, gel electrophoresis, bacterial growth curves, generation of standard curves, principles of transformation and preparation of chemical solutions and media.

Course is repeatable - up to 4 units allowed Field trips may be required.  
Materials fee required

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

Introduction to Molecular Laboratory Equipment and Basic Procedures  
1. Growth of bacteria and sterile technique  
2. Preparation of chemical solutions for molecular biology experiments  
3. Preparation of serial dilutions of concentrated solutions  
4. Care and use of molecular biology laboratory equipment  
   a. Centrifuges  
   b. Pipetman  
   c. Gel Electrophoresis Box  
   d. Spectrophotometer  
   e. Photo-documentation System  
   f. pH Meter  
   g. PCR Thermocycler  
5. Safety in the laboratory  
6. Preparation of gel filtration columns  
7. Preparation of Agarose gels  
8. Preparation and use of a standard curve
B. DNA
1. Extraction and quantification of DNA from Thymus or suitable plant or bacterial source
2. DNA fingerprinting
3. Bacterial transformation
C. Protein Separation and Detection
1. Enzyme separation and assay (gel filtration column)
2. Electrophoretic separation of proteins
   a. Hemoglobin (Sickle Cell & Sickle Cell Trait vs. Normal)

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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Lect
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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Lecture
   2. Demonstration
   3. Laboratory Experience
   4. Lecture and Lab Handouts
   5. Study Sheets
   6. Written evaluation of laboratory demonstration assignments
   7. Group analysis of data generated during the course

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS
   A. Assorted handouts provided by Molecular Biology Kit Manufacturers
   B. Syllabus prepared by the instructor
   C. Protective eyewear
   D. Protective gloves

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

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

1. Material fees necessary to buy kits to demonstrate molecular techniques. 2. transform bacteria. 3. perform the separation of proteins using electrophoresis and gel columns. 4. explain the chemical basis for the separation of proteins using electrophoresis and gel columns. 5. demonstrate the proper use of molecular biology equipment such as the pH meter, microcentrifuge, refrigerated centrifuge, pipetman, gel electrophoresis box, spectrophotometer, PCR thermocycler and analytical balance. 6. perform calculations necessary to prepare molecular biology solutions. 7. analyze molecular biology data generated during the lab/demonstrations. 8. prepare and use a standard curve from DNA ladder and determine DNA fragment size. 9. prepare a gel filtration column and an agarose gel. 10. prepare serial dilutions of concentrated solutions.

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

1. Completion of assigned experiments
2. Completion of worksheets associated with preparations of solutions for the class

**B. SUMMATIVE ASSESSMENT:**

Proposal Impact

BIO 265 Beginning Molecular Biology Techniques
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
BIO 266 Course Data Summary Report

BIO 266 - Advanced Molecular Biology Techniques

Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification: A
Open Entry/Open Exit: No  Work Experience: Not Defined

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Recommended for success:
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

**BIO 266 - Advanced Molecular Biology Techniques**

A short course designed to provide teachers and their students an in-service to experience a variety of molecular biology techniques involving both DNA and protein analysis. The specific topics and procedures will vary according to the class; examples of molecular techniques include, but are not limited to, gel electrophoresis, PCR, use of restriction enzymes, bacterial transformation followed by a mini-prep plasmid extraction, blotting techniques, and protein separation techniques.

Course is repeatable - up to 4 units allowed. Field trips may be required. Materials fee required.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

   A. DNA Molecular Techniques
      1. Transformation of bacteria
      2. Plasmid mini-prep procedure
      3. Restriction enzyme digest
      4. Polymerase chain reaction with variable number tandem repeats (VNTR)
      5. Southern blot procedure for DNA discrimination and identification

   B. Protein Separation and Identification
      1. Gel column protein separation
      2. Electrophoretic separation of proteins
         a. Isoenzymes
      3. Enzyme Linked Immunosorbent Assay (ELISA Test)
      4. Western blot for protein identification

B. RECOMMENDED
2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture
2. Demonstration
3. Laboratory Experience
4. Lecture and Lab Handouts
5. Study Sheets
6. Written evaluation of laboratory demonstration assignments
7. Group analysis of data generated during the course

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

A. Protective eyewear
B. Protective gloves
C. Assorted handouts provided by Molecular Biology Kit Manufacturers
D. Syllabus prepared by the instructor

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. demonstrate proper laboratory safety procedures in handling bacteria and chemicals associated with molecular biology experiments. 2. transform bacteria and extract the plasmid using the mini-prep procedure. 3. explain the separation of proteins using electrophoresis and gel columns. 4. set up and perform a polymerase chain reaction and amplify a segment of DNA. 5. demonstrate the proper use of molecular biology equipment such as the pH meter, microcentrifuge, refrigerated centrifuge, pipetman, gel electrophoresis box, spectrophotometer and analytical balance. 6. perform calculations necessary to prepare molecular biology solutions. 7. analyze molecular biology data generated during the lab/demonstrations. 8. analyze molecular biology data generated during the lab/demonstrations. 9. prepare a restriction enzyme digest of DNA and run a gel electrophoresis of the products. 10. prepare a southern blot of DNA sample.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Completion of assigned experiments
   2. Completion of worksheets associated with preparation of solutions for the class

B. SUMMATIVE ASSESSMENT:
Proposal Impact

BIO 266 Advanced Molecular Biology Techniques
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Modesto Junior College
CHEM 103 Course Data Summary Report

CHEM 103 - General Chemistry 2 Lecture
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: State Classification:
Open Entry/Open Exit: No  Work Experience: Not Defined

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These items have continuing value because:

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

Enrollment Restrictions & Advisories
Prerequisite: CHEM 101
Modesto Junior College

CHEM 103 Course Outline

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

CHEM 103 - General Chemistry 2 Lecture 3 Unit(s)

Continuation of Chemistry 101 emphasizing kinetics, solutions, equilibrium, acids and bases, electrochemistry, thermodynamics, radiochemistry, and descriptive chemistry.

Course is not repeatable Field trips are not required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Solutions
      1. Solubility and Intermolecular Forces
      2. Solubility, Pressure and Temperature
      3. Concentration Units
      4. Colligative Properties, Vapor Pressure, Boiling Point, Freezing, Point and Osmotic Pressure

   B. Kinetics
      1. Factors affecting the rate of reaction
      2. Concentration effects and rate laws
      3. Collision Theory, Temperature effects and the Arrhenius equation
      4. Mechanisms
      5. Homogeneous and Heterogeneous catalysts

   C. Equilibrium
      1. Dynamic equilibria and the mass action expression
      2. Equilibrium Calculations
      3. LeChatelier’s Principle

   D. Aqueous Equilibria
      1. Bronstead-Lowery Acid and Bases and conjugates
2. Strong and Weak Acids and Bases
3. pH and equilibrium calculations
4. Molecular Structure and acid and base properties
5. Polyprotic acids
6. Solubility equilibria and factors effecting solubility

E. Thermodynamics
1. First, Second and Third Laws of Thermodynamics
2. Spontaneity, Entropy and Gibbs Free-Energy
3. Equilibrium and Gibbs Free-Energy

F. Electrochemistry and Oxidation-Reduction
1. Half-Reactions and Redox equations
2. Voltaic Cells, the Nernst Equation, and Gibbs Free-Energy
3. Electrolysis
4. Corrosion

G. Metallurgy
1. Preparation of metals from their ores
2. Properties of selected metals and alloys

H. Descriptive Chemistry
1. Sources and uses of oxygen, nitrogen, carbon, halogens, inert gases, silicon, phosphorus, and sulfur

I. Nuclear Chemistry
1. Nuclear Reactions
2. Binding-energy changes for nuclear processes
3. Half-life of nuclides
4. Applications

J. Coordination Compounds
1. Complex ions and Coordination Compounds
2. Geometry
3. Crystal Field Splitting, light absorption, and magnetic properties

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**
1. **PREQUISITE(S):**
   - CHEM 101: General Chemistry 1 with a minimum grade of C or better

**3. HOURS OF INSTRUCTION PER TERM**

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Lecture, instructor led discussion, demonstrations performed by instructor
2. Assigned reading, assigned problem sets, student recitation
3. Student performance of laboratory experiments, student write-ups of laboratory experiments
4. Each student will delineate the logical steps in problem solving in assigned problem sets, quizzes, and examination Computational skills will be used where appropriate. No credit will be given for unsupported answers.
5. Each student is required to provide a written assessment of completed laboratory work, including the student's individually generated data and logical conclusions. Calculations, showing the sequential (set-up), will be included where appropriate.
6. In both of the above areas the student will be able to explain rationale, verbally and in writing, for the methodology used and the conclusion drawn.

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS


B. General Chemistry and Qualitative Analysis, Stedjee and Maki, MJC Syllabus Duplicating

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. identify factors that affect the rates of chemical reactions and explain how these factors work on a molecular level. Graphically determine the order of reaction and predict concentrations after a period of time for a first, second, or zero order reaction. 2. describe how entropy changes for different processes and how entropy and enthalpy affect the spontaneity of a chemical reaction. Determine the Gibbs free energy of a reaction and use it to determine if a reaction is spontaneous. 3. describe the concept of chemical equilibrium, and describe how to shift a chemical reactions in the forward or backward direction. 4. use the mass action expression to calculate if a reaction is at equilibrium, if the reaction is favorable or unfavorable, and to determine equilibrium concentrations. 5. identify, based on structure, if a substance is an acid or base, and use pH to calculate concentrations of hydronium and hydroxide ions in aqueous solutions. Use acid and base ionization constants to determine relative strengths of these solutions and to calculate pH, pOH, hydronium and hydroxide concentrations. 6. describe how electrolysis can be used to perform chemical reactions and be able to perform electrolysis calculations. Determine the potential, explain what the parts are in a galvanic cell, and give the half reactions and the net reaction. 7. calculate the equivalent mass or energy from a nuclear/chemical reaction. Balance nuclear reactions and describe applications and hazards of nuclear reactions. 8. describe sources and uses of the following elements; H, He, C, N, O, Na, Al, Si, P, S Cl, Fe, Cu, Br, and I. 9. describe how metals are produced from their ores and environmental consequences of their production. Describe band theory and how it accounts for metals properties and electrical properties of materials.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Tests, given at regular intervals throughout the semester
2. Assigned homework and/or quizzes, laboratory reports, and laboratory notebook
3. Final examination
4. Observance of laboratory technique

B. SUMMATIVE ASSESSMENT:
Proposal Impact

CHEM 103 General Chemistry 2 Lecture
**Course Inactivation**
Pamela Upton

Courses

1. CHEM 112 *Active*

Cross Listed Courses

Programs

1. Construction Management A.S. Degree *New Program*
2. Engineering A.S. Degree *New Program*
GEOL 64 - Geology of National Parks
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  
SAM Code:  
State Classification:  
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

GEOL 64 Course Outline

Effective Date: 
Printed On: 10/10/2008 9:58:00 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

GEOL 64 - Geology of National Parks 3 Unit(s)

The interpretation of geologic features of the United States National Parks and Monuments and an introduction to the geologic processes responsible for their formation.

Course is not repeatable Field trips may be required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. Introduction to the scientific method.
1. Observation and analysis
2. Formulation of hypotheses
3. Confirmation of hypotheses and formation of theories

B. Earth Materials
1. Common rock-forming minerals and mineral resources
2. Igneous rocks
3. Sedimentary rocks
4. Metamorphic rocks

C. Theory of Plate Tectonics
1. Interior of the earth
2. Evidence of continental drift and plate tectonics
3. Plate tectonics
   a. Divergent, convergent and transform boundaries
   b. Hot spots and exotic terranes

D. Historical geology and the geologic time scale
1. Relative age dating methods
2. Absolute age dating methods
3. Geologic time scale
E. Tectonic history of the United States
1. Archean and Early Proterozoic history of the continental interior
2. Mazatzal/Yavapai orogeny in the southwestern United States
3. Continental rifting
4. Taconic and Hercynian orogeny
5. Atlantic-style margin and rifting of the east coast of the United States
6. Japanese-style Margin in the western United States
7. Andean-style margin in the western United States
8. California-style margin in the western United States

F. Volcanic Parks in the United States
1. Classification of volcanic features
2. Cascades: Mt. St. Helens, Mt. Rainier, Crater Lake National Parks
3. Medicine Lake Highland and Lava Beds National Monument
4. Lassen National Park and the eruptions of 1914-1921
5. Yellowstone National Park
6. Sunset Crater National Monument

G. Sierra Nevada
1. Geographical overview
2. Sierra Nevada batholith
4. Pleistocene glaciation of the Sierra Nevada
5. Yosemite and Sequoia/Kings Canyon National Parks

H. California and Nevada Deserts
1. Definition of deserts
2. Rock exposures
3. Fossil discoveries
4. Mining history
5. Faulting and deformation
6. Death Valley and Joshua Tree National Parks
7. Great Basin National Park

I. Colorado Plateau Parks
1. Mazatzal Orogeny and the rifted continental margin
2. Paleozoic and Mesozoic stratigraphy
3. Structure of the Colorado Plateau: monoclines and anticlines
4. Paleontology: dinosaurs and other fossils of the Colorado Plateau
5. Uranium mining
6. Grand Canyon, Zion, Bryce Canyon, Arches, Capitol Reef, and Canyonlands National Parks

J. The Rocky Mountains Province
1. Anticline, syncline, dome and basin
2. The Rocky Mountains Overthrust belt
3. Archean and Proterozoic rocks of the Rocky Mountains
4. Paleozoic and Mesozoic rocks of the Rocky Mountains
5. Rocky Mountains, Grand Teton, and Glacier National Parks
K. Other significant parks of the United States
1. Great Smoky Mountains – Appalachian Mountains
2. Carlsbad Caverns and Mammoth Cave – Karst and Caverns
3. Bandelier National Monument – Caldera Volcanism
4. North Cascades – Glaciation and Mountain Building
5. Hawaii Volcanoes National Park – Hot Spot Volcanism

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lectures, films, slides, video tapes, and television presentations
2. Demonstrations of geologic problem solving techniques by both instructor and student
3. Develop problem solving strategies using appropriate models of geology
4. Homework assignments and class exercises require students to analyze problems, synthesize material, work towards an appropriate strategy, solve the problem, and evaluate the strategy to see if the proper results are obtained.

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. define the vocabulary and describe the basic principles of physical and historical geology. 2. distinguish the elements of the scientific method and apply these principles to the study of the geology of national parks and monuments in the United States. 3. explain the geologic processes of tectonism, erosion and mineral and rock formation. 4. apply basic geologic principles and examples of present-day geologic processes to explain the formation and evolution of features in the national parks and monuments. 5. assess and criticize competing hypotheses regarding tectonic models and the origin of geologic features in the national parks and monuments

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

1. Exams and quizzes
2. Homework assignments
3. Final examination
4. All of the above require students to solve problems by identifying and applying the appropriate principles of geology to the given problem.
Proposal Impact

GEOL 64 Geology of National Parks
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
GEOL 168 - Mineralogy and Crystallography
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: State Classification:
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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Enrollment Restrictions & Advisories
Prerequisite: GEOL 161
Modesto Junior College

GEOL 168 Course Outline

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

GEOL 168 - Mineralogy and Crystallography 4 Unit(s)

Study and classification of minerals, their physical properties, chemical composition, and optical properties. Laboratory emphasizes physical and optical properties of rock-forming minerals.

Course is not repeatable Field trips are required. Materials fee required

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Introduction and review of basic mineral identification
1. History of mineralogy
2. Economic importance of minerals in society
3. Rules of nomenclature in mineralogy

B. Crystallography:
1. External form
   a. Crystallization and crystal growth
b. Crystal morphology
   (1) Crystal symmetry
   (2) Crystallographic axes
   (3) Crystal zones
c. Crystal projections
   (1) Spherical projection
   (2) Wulff stereographic net
d. Crystal systems
(1) Triclinic (two crystal classes)
(2) Monoclinic (three crystal classes)
(3) Orthohombic (three crystal classes)
(4) Tetragonal (seven crystal classes)
(5) Hexagonal (twelve crystal classes)
(6) Isometric (five crystal classes)

2. Internal form
   a. One dimensional order
   b. Two dimensional order
   c. Three dimensional order
   d. Space groups
   e. Polymorphism and polytypism
   f. Twinning and structural defects

C. Crystal chemistry and chemical composition of minerals
   1. Atoms, chemicals and the periodic table
   2. Bonding forces in crystals
   3. Chemical analytical methods
   4. Compositional variation in minerals

D. Physical properties of minerals
   1. Crystal habits and aggregates
   2. Cleavage, parting and fracture
   3. Hardness
   4. Tenacity
   5. Specific gravity
   6. Color
   7. Chatoyancy and asterism
   8. Electrical properties
   9. Magnetic properties

E. X-Ray crystallography
   1. X-ray diffraction
   2. Laue Method
   3. Buerger precession method

F. Optical properties of minerals
   1. Reflection and refraction
   2. Polarized light and polarizing microscopes
   3. Uniaxial, biaxial, isotropic and anisotropic minerals

G. Systematic mineralogy
   1. Native elements
   2. Sulfides and sulfosalts
   3. Oxides and hydroxides
   4. Halides
   5. Carbonates, nitrates and borates
   6. Sulfates, chromates and tungstates
B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • GEOL 161: Physical Geology with a minimum grade of C or better

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

   Instructors of this course might conduct the course using the following methods:
   1. Methods of instruction will include lecture, class discussion and laboratory experience, and field trips.
   2. Laboratory and field experiences will reinforce lecture experience using mineral samples, thin sections, stereographic projections, models, and computer simulations.
   3. Audio-visual methods (videos, power point presentations, and slides) will reinforce the lecture experience.
   4. Reading assignments require students to review various perspectives on scientific thought as relates to mineralogy and crystallography.
   5. Students will use scientific methods to approach problems in the laboratory regarding mineral identification and analysis.
   6. Written reports in the laboratory, field and lecture will require students to organize, summarize and analyze their findings. They will derive conclusions from their experimental data.

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Evaluate the history of mineralogy and the economic importance of minerals in society. 2. Explain the rules of nomenclature in mineralogy. 3. Describe the basic chemical structure of the main mineral groups. 4. Distinguish between the six crystal systems and 32 crystal classes and define the difference between external and internal form. 5. Demonstrate the ability to map crystal morphology using a Wulff stereographic net and spherical projection. 6. Identify the most important mineral families and their most common varieties, using tests of physical properties and chemical analysis. 7. Demonstrate how refracted and polarized light is used in analyzing minerals and crystals. 8. Examine and analyze mineral thin-sections using a polarizing microscope. 9. Evaluate different methods for analyzing atomic structure of crystals using X-rays, including diffraction, the Laue Method, and the Buerger precession method.

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

1. Short quizzes
2. Homework assignments
3. Laboratory exercises
4. Midterm exam
5. Comprehensive final exam
Proposal Impact

GEOL 168 Mineralogy and Crystallography
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Curriculum Committee Agenda

October 21, 2008

Modesto Junior College

MATH 37 Course Data Summary Report

MATH 37 - Math Success Lab
Action Type: Course Inactivation
Effective:
Primary Author: Michael Adams
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

1 Unit

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification:
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

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These items have continuing value because:

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Enrollment Restrictions & Advisories
Corequisite: MATH 70
MATH 37 Course Outline

Effective Date: October 21, 2008

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

MATH 37 - Math Success Lab 1 Unit(s)

Academic skills for success in mathematics courses, including time management, class preparation, test preparation, and problem solving.

Course is not repeatable Field trips are not required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Time Management
1. Scheduling study hours
2. Academic load
3. Workload
4. Family obligations
5. Class Preparation
6. Homework
7. Organizing materials and questions
8. Working ahead

C. In Class
1. Participation
2. Attitude
3. Etiquette
4. Communicating with the instructor in class

D. Test Preparation
1. Study groups and phone trees
2. Practice tests
3. Organizing topics and reviewing material
E. Problem Solving
1. Techniques for solving word problems
2. Strategies for solving word problems
3. Identification and classification of word problems

F. Learning Resources
1. Drop-in tutoring
2. SI classes
3. Video tutorials
4. Computerized practice
5. Office hours
6. "Mind Over Math" and other related MJC classes

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

1. CO-REQUISITE(S):
   • MATH 70: Elementary Algebra with a minimum grade of C or better

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Classroom discussion
   2. Classroom activities
   3. Instructor will assist students in mastering course material.
   4. Analyze test performance and develop a strategy to improve for the next test.
   5. Complete regularly assigned exercises and/or worksheets as homework.

5. TYPICAL ASSIGNMENTS
6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Plan a daily schedule
2. Create a review sheet and practice exam
3. Produce math homework that is organized and legible
4. Read a section of the text and prepare a list of questions related to the content
5. Take effective notes during lectures
6. Organize course materials for most effective utilization
7. Communicate with instructor during an office hour
8. Create a list of available learning resources
9. Identify and classify word problems
10. Create a list of strategies and techniques for solving word problems
11. Choose the appropriate solution method for the given classification of problem
12. Design a study plan
13. Create a deck of index cards with sample problems, definitions and concepts

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

1. Complete regularly assigned exercises and/or worksheets as homework.
Proposal Impact

MATH 37 Math Success Lab
**Course Inactivation**
Michael Adams

Courses

Cross Listed Courses

Programs
Modesto Junior College
PHSCI 62 Course Data Summary Report

PHSCI 62 - Mathematical Skills For the Sciences
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1901.00  SAM Code:  State Classification: A
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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Enrollment Restrictions & Advisories
Prerequisite: MATH 90
Modesto Junior College

PHSCI 62 Course Outline

Effective Date:
Printed On: 10/10/2008 10:07:54 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

PHSCI 62 - Mathematical Skills For the Sciences 0.5 Unit(s)

An overview of the essential mathematical skills for success in the sciences. Topics include units conversion, percentages, scientific notation, graphing data, and an introduction to the use of logarithms.

Course is not repeatable Field trips are not required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Estimation
      1. Size of numbers
      2. Orders of magnitude

   B. Conversion of Units
      1. Systems of measurement
         a. British system
         b. Metric system
         c. Systeme Internacionale
      2. Dimensional analysis

   C. Effectively Using Percent
      1. Concentrations
      2. Percent as parts per hundred
      3. Parts per million and parts per billion
      4. Dilutions

   D. Scientific Notation
      1. Conversion between standard notation and scientific notation
      2. Arithmetic operations on numbers in scientific notation
3. Effectively using a calculator with scientific notation

PHSCI 62  Mathematical Skills for the Sciences

E. Significant Figures, Accuracy, and Precision
1. Rationale for significant figures – Uncertainty in measurements
2. Reading instruments
3. Finding significant figures from given information
4. Accuracy versus precision – distinguishing between the two
5. Arithmetic operations involving significant figures

F. Graphing of Data
1. Graphing techniques
   a. Defining the axes – independent versus dependent variables
   b. Choosing appropriate scales
      2. Plotting data sets
      3. Direct, inverse, and parabolic data sets
      4. Transformations of data for easier viewing

G. Effectively Using Logarithms
1. Convert values in scientific notation to logarithms and vice versa
2. The pH scale
3. Linearizing exponential data sets using logarithms

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      ● MATH 90: Intermediate Algebra

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
   1. Lectures which develop theoretical material
   2. Demonstrations of mathematical techniques, applications and problem solving strategies by both instructor and students
   3. Applications of material to specific problems
   4. Homework assignments and/or in-class exercises require students to analyze a given problem, select an appropriate procedure to solve the problem, apply the procedure, and evaluate the adequacy of both the result of the procedure and the procedure itself

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

A. use dimensional analysis to convert a given quantity or ratio into an equivalent quantity or ratio expressed using different units.
B. express ratios as percents and percents as ratios.
C. effectively use concentration units such as percent, parts per million, and parts per billion.
D. convert values from scientific notation to standard notation, and vice versa.
E. add, subtract, multiply, and divide numbers in scientific notation.
F. record measurements from instruments using the correct number of significant figures.
G. perform arithmetic operations with measured units.
H. given a set of data, construct a plot of the data and determine an appropriate mathematical model to fit the data.
I. use logarithmic transformations to linearize exponential data sets.
J. use other transformations to change data into a form that can be analyzed more effectively.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:
   1. Tests and/or quizzes
   2. Assigned homework
   3. Final examination
Proposal Impact

PHSCI 62 Mathematical Skills For the Sciences
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 201 - Concepts of Earth Science
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification:
Open Entry/Open Exit: No Work Experience: Not Defined

Instructor Load

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Material Fees

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<th>Quantity</th>
<th>Cost</th>
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</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

SCI 201 Course Outline

Effective Date:
Printed On: 10/10/2008 10:09:05 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SCI 201 - Concepts of Earth Science 2 Unit(s)

An introduction to the fundamental concepts of Earth science and astronomy. Designed to provide a general knowledge of rock formation, plate tectonics, mountain building, erosion, water cycles, weather, and the solar system.

Course is not repeatable Field trips may be required.
Materials fee required

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. Earth Materials
1. Common Rock Forming Materials
2. Plutonic and Volcanic Igneous Rocks
3. Sediment and Sedimentary Rocks
4. Metamorphic Rocks
B. Plate Tectonics and Mountain Building Processes
1. Evidence for and Historical Development of the Theory of Plate Tectonics
2. Interior Layers of the Earth
3. Earthquakes and Volcanic Activity along Plate Boundaries
4. Formation of Mountain Systems
C. Erosional Processes
1. Gravity and Mass Wasting
2. Rivers and Streams
3. Glaciers
4. Coastlines and Wave Erosion
5. Deserts and Wind Erosion
D. Hydrologic Cycle
1. Evaporation, Condensation and Precipitation
2. Surface Runoff, Infiltration and Transpiration
E. Meteorology
1. Uneven Heating of the Atmosphere and Formation of Convection Currents
2. Atmospheric Pressure and Storm Development
3. Global Wind and Water Circulation Patterns
4. Severe Weather Systems
F. Earth as Part of the Solar System
1. Sun
2. Terrestrial Planets
3. Jovian Planets
4. Other Bodies in the Solar System

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lectures on course content
2. Hands on student activities
3. Demonstration of scientific principles
4. Discussion and evaluation of scientific concepts

5. TYPICAL ASSIGNMENTS
6. TEXTS AND OTHER READINGS
A. Instructor generated materials

B. Typical readings:
   1. Scientific American
   2. Science News
   3. National Geographic
   4. Articles in current scientific journals

B. Protective eyewear

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

**B. STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

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

1. differentiate the various groups of common rocks and minerals, and categorize the processes that formed them.
2. evaluate the evidence for the theory of plate tectonics and analyze the role of tectonic processes in the development of major features of the Earth’s surface.
3. distinguish the erosional processes by which the Earth’s land surface is reshaped.
4. diagram the movement of water through Earth systems and describe the basic principles of meteorology.
5. demonstrate that the Earth is part of a larger system of planets that orbit the Sun and evaluate the similarities and differences between them.

**IV. METHODS OF MEASURING STUDENT PROGRESS**

**A. FORMATIVE ASSESSMENT:**

**B. SUMMATIVE ASSESSMENT:**

1. Group project
2. Library and on-line research
3. Oral presentation
4. Written exercises
5. Final exam
Proposal Impact

SCI 201 Concepts of Earth Science
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 202 - Concepts of Life Science
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  SAM Code:  State Classification:
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

SCI 202 Concepts of Life Science
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 203 - Concepts of Physical Science

Action Type: Course Inactivation

Effective:

Primary Author: Pamela Upton

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  
SAM Code:  
State Classification:  
Open Entry/Open Exit: No  
Work Experience: Not Defined

Instructor Load

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Proposal Impact

SCI 203 Concepts of Physical Science
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 310A - Work Experience Natural History & Science  
Action Type: Course Inactivation  
Effective:  
Primary Author: Pamela Upton  
Other Author(s):  
CC Representative Approval By:  
CC Staff Review By:  
Division Dean Approval By:  

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested  
Credit Sub-Type: Requested  
TOP Code: 1901.00  
State Code: C  
State Classification: I  
Open Entry/Open Exit: No  
Work Experience: Not Defined

Instructor Load

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These items have continuing value because:

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

Enrollment Restrictions & Advisories

Advisory:
SCI 310A Course Outline

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SCI 310A - Work Experience Natural History & Scien

1 Unit(s)

Designed for science majors who wish to combine classroom experience with an expansion of skills or knowledge acquired at a site of employment on a paid or volunteer basis. Work must directly relate to the student’s area of study. Maximum 4 units may be earned per semester. May be repeated to a maximum of 16 units Work Experience credit. (Cooperative General Work Experience is included in this maximum.) Also offered during May, June, and July.

Field trips may be required.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Introduction
B. Job skills development
C. Oral communication
D. Written communication
E. Career goals
F. Community relations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM
4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Lectures and discussion
2. Individual conference
3. Field supervision visits

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS
A. Modesto Junior College, Science, Portfolio and Work Experience Guidelines

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQURED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. identify job requirements for entry-level employment. 2. combine traditional college study with on-the-job experience. 3. identify major components of labor market in order to determine employment trends. 4. review sources of occupational planning information and evaluate present career choices. 5. set attainable educational and career goals. 6. develop effective techniques of human interaction.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:
1. Attendance
2. Results of employer/supervisor evaluation form
3. Results of field supervision visit
4. Examinations
Proposal Impact

SCI 310A Work Experience Natural History & Scien
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
Curriculum Committee Agenda

October 21, 2008

Modesto Junior College
SCI 310B Course Data Summary Report

SCI 310B - Work Experience Natural History & Science
Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1501.00  SAM Code: C  State Classification: I
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories
Advisory:
Modesto Junior College

SCI 310B Course Outline

Effective Date:
Printed On: 10/10/2008 10:12:31 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SCI 310B - Work Experience Natural History & Scien 2 Unit(s)

Designed for science majors who wish to combine classroom experience with an expansion of skills or knowledge acquired at a site of employment on a paid or volunteer basis. Work must directly relate to the student’s area of study. Maximum 4 units may be earned per semester. May be repeated to a maximum of 16 units Work Experience credit. (Cooperative General Work Experience is included in this maximum.) Also offered during May, June, and July.

Field trips may be required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Introduction
   B. Job skills development
   C. Oral communication
   D. Written communication
   E. Career goals
   F. Community relations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Lectures and discussion
2. Individual conference
3. Field supervision visits

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS

A. Modesto Junior College, Science, Portfolio and Work Experience Guidelines

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. identify job requirements for entry-level employment.
2. combine traditional college study with on-the-job experience.
3. identify major components of labor market in order to determine employment trends.
4. review sources of occupational planning information and evaluate present career choices.
5. set attainable educational and career goals.
6. develop effective techniques of human interaction.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

B. SUMMATIVE ASSESSMENT:

1. Attendance
2. Results of employer/supervisor evaluation form
3. Results of field supervision visit
4. Examinations

CID: 2754
Proposal Impact

SCI 310B Work Experience Natural History & Scien
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 310C - Work Experience Natural History & Science

Action Type: Course Inactivation
Effective:
Primary Author: Pamela Upton
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1901.00   SAM Code: C   State Classification: I
Open Entry/Open Exit: No   Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories
Advisory:
Modesto Junior College

SCI 310C Course Outline

Effective Date: 
Printed On: 10/10/2008 10:13:24 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SCI 310C - Work Experience Natural History & Scien

3 Unit(s)

Designed for science majors who wish to combine classroom experience with an expansion of skills or knowledge acquired at a site of employment on a paid or volunteer basis. Work must directly relate to the student’s area of study. Maximum 4 units may be earned per semester. May be repeated to a maximum of 16 units Work Experience credit. (Cooperative General Work Experience is included in this maximum.) Also offered during May, June, and July.

Field trips may be required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. Introduction
B. Job skills development
C. Oral communication
D. Written communication
E. Career goals
F. Community relations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
   1. Lectures and discussion
   2. Individual conference
   3. Field supervision visits

5. TYPICAL ASSIGNMENTS

6. TEXTS AND OTHER READINGS
   A. Modesto Junior College, Science, Portfolio and Work Experience Guidelines

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

      REQUIRED LEARNING GOALS
      Upon satisfactory completion of this course, the student will be able to:
      1. identify job requirements for entry-level employment. 2. combine traditional college study with on-the-job experience. 3. identify major components of labor market in order to determine employment trends. 4. review sources of occupational planning information and evaluate present career choices. 5. set attainable educational and career goals. 6. develop effective techniques of human interaction.

IV. METHODS OF MEASURING STUDENT PROGRESS
   A. FORMATIVE ASSESSMENT:

   B. SUMMATIVE ASSESSMENT:
      1. Attendance
      2. Results of employer/supervisor evaluation form
      3. Results of field supervision visit
      4. Examinations
Proposal Impact

SCI 310C Work Experience Natural History & Scien
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
SCI 310D Course Data Summary Report

SCI 310D - Work Experience Natural History & Scien  
Action Type: Course Inactivation  
Effective:  
Primary Author: Pamela Upton  
Other Author(s):  
CC Representative Approval By:  
CC Staff Review By:  
Division Dean Approval By:  

4 Units

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested  
Credit Sub-Type: Requested  
TOP Code: 1901.00  
SAM Code: C  
State Classification: I  
Open Entry/Open Exit: No  
Work Experience: Not Defined

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Advisory:

Curriculum Committee Agenda  
October 21, 2008
Modesto Junior College

SCI 310D Course Outline

Effective Date:
Printed On: 10/10/2008 10:13:57 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SCI 310D - Work Experience Natural History & Science
4 Unit(s)

Designed for science majors who wish to combine classroom experience with an expansion of skills or knowledge acquired at a site of employment on a paid or volunteer basis. Work must directly relate to the student’s area of study. Maximum 4 units may be earned per semester. May be repeated to a maximum of 16 units Work Experience credit. (Cooperative General Work Experience is included in this maximum.) Also offered during May, June, and July.

Field trips may be required.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. Introduction
B. Job skills development
C. Oral communication
D. Written communication
E. Career goals
F. Community relations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

<table>
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<th>Units</th>
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4. **TYPICAL METHODS OF INSTRUCTION**
   Instructors of this course might conduct the course using the following methods:
   1. Lectures and discussion
   2. Individual conference
   3. Field supervision visits

5. **TYPICAL ASSIGNMENTS**

6. **TEXTS AND OTHER READINGS**
   A. Modesto Junior College, Science, Portfolio and Work Experience Guidelines

III. **DESIRED LEARNING**
   A. **COURSE GOAL**
      As a result of satisfactory completion of this course, the student should be prepared to:

   B. **STUDENT LEARNING GOALS**
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

   **REQUIRED LEARNING GOALS**
   Upon satisfactory completion of this course, the student will be able to:
   1. identify job requirements for entry-level employment.
   2. combine traditional college study with on-the-job experience.
   3. identify major components of labor market in order to determine employment trends.
   4. review sources of occupational planning information and evaluate present career choices.
   5. set attainable educational and career goals.
   6. develop effective techniques of human interaction.

IV. **METHODS OF MEASURING STUDENT PROGRESS**
   A. **FORMATIVE ASSESSMENT:**

   B. **SUMMATIVE ASSESSMENT:**
      1. Attendance
      2. Results of employer/supervisor evaluation form
      3. Results of field supervision visit
      4. Examinations
Proposal Impact

SCI 310D Work Experience Natural History & Scien
**Course Inactivation**
Pamela Upton

Courses

Cross Listed Courses

Programs
BUSAD 210 - Business Communication

Action Type: Course Revision Minor

Effective:

Primary Author: Christine Groth

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - A1, A2, A3 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 0501.00  SAM Code: C  State Classification: I
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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These items have continuing value because:

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

Enrollment Restrictions & Advisories
Curriculum Committee Agenda 129 October 21, 2008
Advisory: ENGL 101
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

BUSAD 210 - Business Communication 3 Unit(s)
Principles and applications of written and oral business communications including routine memo and letter writing, persuasive writing, oral communication, and informative report writing.
Course is not repeatable Field trips are not required.
Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. The communication process: its importance and role in business enterprises and business-oriented agencies and institutions worldwide
B. Techniques of Routine Letter Composition
   1. Uses of grammatical construction and paragraphing to maximize human relations
   2. Physical layout of letters
      1. Format
      2. Parts of a business letter
      3. Letterheads
C. Principles and problem-solving techniques of letter writing
   1. Evaluation of different types of letters for inductive and deductive thought development, creativity, logical organization, human relations, tone, and qualities of clearness, conciseness, and correctness
D. Techniques of planning a letter
   1. Defining and analyzing the situation and circumstances giving rise to the letter
   2. Determining the purpose of the letter
3. Selecting the contents for the letter
4. Planning for unity, coherence, and emphasis
5. Arranging the sequence of ideas (outline and contents)
6. Writing the letter with a logical flow of ideas and effective expression of human relations through style and tone

E. Specialized approaches for writing different kinds of letters
   1. Placing orders and acknowledging orders
   2. Inquiries and replies to inquiries
   3. Adjustment letters
   4. Making and acknowledging remittances
   5. Human relations (goodwill) letters

F. E-mail techniques
   1. Planning and writing clear and precise e-mail messages
   2. Answering e-mail messages appropriately
   3. Using proper e-mail etiquette (netiquette)

G. Persuasive Writing
   1. Techniques of physical layout, form used to attract and maintain the reader's attention
   2. Uses of grammatical construction and paragraphing to effectively persuade

H. Techniques of persuasive writing using basic letter writing principles in getting the reader's attention
   1. developing interest
   2. presenting evidence
   3. suggesting action

I. Evaluation of sales letters, resume and application letters, and collection letters for creativeness in layout and persuasiveness as well as for application of basic letter writing principles

J. Specialized approaches for writing
   1. Letters of application, resumes, follow-up letters
   2. Different kinds of sales letters
   3. Letters in a collection series
   4. Informative Writing

K. Research techniques used in gathering facts for decisions and reports
   1. Methods of critically analyzing and interpreting information for conclusions or recommendations
   2. Evaluation of memoranda, reports, informative letters, and minutes for logical presentation of facts and ideas, tone, qualities of concreteness, conciseness, clearness, correctness, and layout

L. Physical layout of information for readability
   1. Memoranda
   2. Business reports
   3. Informative letters
   4. Minutes

M. Importance of grammatical construction and paragraphing
   1. Techniques of writing memoranda
   2. Techniques of writing informative letters
   3. Techniques of writing reports
4. Fact finding with conclusions or summary
5. Fact finding with recommendations
N. Presentation Techniques
  1. Planning and delivering effective oral presentations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
  1. Lecture and discussion of business writing principles and procedures.
  2. Illustration of examples of business writing through uses of overhead projector, opaque projection, and printed handouts.
  3. Appropriate written assignments for students to apply business writing principles.
  4. Lecture and discussion of basic techniques in oral interviews.
  5. Oral and written evaluations of letters, memoranda, reports, minutes, resumes, and oral presentations.
  6. Small group activities focusing on business letters and report writing.

5. TYPICAL ASSIGNMENTS
**Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Read and prepare discussion material from text and outside Internet sources (minimum of 4 hours/week).
B. Analyze business problems to prepare letters and memos for specific audiences (minimum of 8 hours/term).
C. Collaborate with teams on researching and writing a formal business report (minimum of 16 hours/term).
D. Take 3-4 chapter exams consisting of objective, short answer, and essay questions (4 hours/term).
E. Design and deliver an oral presentation on a topic related to business communication (4 hours/term).
F. Take a final comprehensive exam consisting of objective and essay questions (2 hours/term).

**Quality:** Assignments require the appropriate level of critical thinking.
A. Analyze business problems that describe typical activities such as requesting
information, persuading customers, or delivering bad news, to determine the proper
channel of communication (face-to-face, e-mail, memo, letter, etc.)
B. Compose a properly formatted claim letter requesting a refund for defective
merchandise.
C. Apply decision-making skills to determine proper layout and format of persuasive
request and credit denial letters.
D. Collaborate with teams to write a formal investigative or recommendation report on
the best means of hiring and testing new employees.
E. Design and deliver an oral presentation on emerging trends in today's workplace.

6. TEXTS AND OTHER READINGS
      Florence, KY South Western Publishers.
   B. Gregg Reference Manual

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared
to:
analyze and develop a variety of written and oral messages for business and personal use
by applying the principles of effective business writing.
   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall
course goal.

   REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:
   1. List and explain the outlines and procedures for writing different kinds of business
      letters such as order letters, adjustment letters, application letters, and e-mail messages
      with a minimum of 70 percent accuracy as measured by assigned writing activities.
      B. SUMMATIVE ASSESSMENT:
         ● Written chapter exams (3-4/semester)
         ● Business writing assignments (6-8/semester)
         ● Final comprehensive written exam

2. Apply the deductive and inductive reasoning processes as well as creative
   approaches to effectively compose and format a business letter using specific style
guidelines with a minimum of 70 percent accuracy as measured by assigned writing
activities.
   A. FORMATIVE ASSESSMENT:
      ● In-class writing drills and peer review activities.

   B. SUMMATIVE ASSESSMENT:
      ● Written chapter exams (3-4/semester)
      ● Business writing assignments (6-8/semester)
      ● Final comprehensive written exam

3. Critically analyze business memos, letters, and reports based on a given list of
effective communication principles and procedures with a minimum of 70 percent accuracy as measured by examples taken from the textbook and outside sources.

A. FORMATIVE ASSESSMENT:
- Oral participation in class discussions and team activities.
- In-class writing drills and peer review activities.

B. SUMMATIVE ASSESSMENT:
- Written chapter exams (3-4/semester)
- Business writing assignments (6-8/semester)
- Formal research project(s) (1-2/semester)
- Final comprehensive written exam

4. Prepare and write a personal resume and cover letter that lists education, work experience, personal references, and other topics unique to each student with a minimum of 70 percent accuracy as measured by assigned writing activities.

B. SUMMATIVE ASSESSMENT:
- Business writing assignments (6-8/semester)

5. Deliver an oral presentation on a business topic using presentation software or other visual materials with a minimum of 70 percent accuracy as measured by instructor observation.

A. FORMATIVE ASSESSMENT:
- Oral participation in class discussions and team activities.

6. Demonstrate report-writing techniques to research, organize, and develop an informative or investigative report that reaches conclusions or makes recommendations with a minimum of 70 percent accuracy as measured by assigned report activities.

B. SUMMATIVE ASSESSMENT:
- Business writing assignments (6-8/semester)

7. Employ the Library, Career Development and Transfer Center, and Internet as resources for information on career planning with a minimum of 70 percent accuracy as measured by development of a job portfolio.

B. SUMMATIVE ASSESSMENT:
- Business writing assignments (6-8/semester)

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Oral participation in class discussions and team activities.
2. Pop quizzes or one-minute papers.
3. In-class writing drills and peer review activities.

B. SUMMATIVE ASSESSMENT:
1. Written chapter exams (3-4/semester)
2. Business writing assignments (6-8/semester)
3. Formal research project(s) (1-2/semester)
4. Final comprehensive written exam
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Christine Groth
COURSE PREFIX AND NUMBER: BUSAD 210
COURSE TITLE: Business Communication
EFFECTIVE DATE:

DATE SUBMITTED:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

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<td>Viewing video/audio Materials</td>
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<td>Quizzes, Self-test and Exams</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?
Proposal Impact

BUSAD 210 Business Communication
**Course Revision Minor**
Christine Groth

Courses

Cross Listed Courses

Programs

1. Business Operations: Management A.A. Degree Major *New Program*
2. Marketing A.A. Degree Major *New Program*
3. Office Administration A.A. Degree Major *New Program*
4. Office Administration Certificate of Achievement *New Program*
5. Professional Selling Certificate of Achievement *New Program*
6. Retail Management (WAFC) Certificate of Achievement *New Program*
7. Supervisory Management A.A. Degree Major *New Program*
8. Supervisory Management A.S. Degree *New Program*
9. Word Processing Certificate of Achievement *New Program*
CLDDV 262 - Diversity in Educational Settings

Action Type: Course Revision Minor
Effective:
Primary Author: Cheryl Williams-Jackson
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - D7 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: B State Classification: I
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Enrollment Restrictions & Advisories
Curriculum Committee Agenda 139 October 21, 2008
Advisory: English 50
Recommended for success: CLDV 104 or CLDV 105 and
  : CLDV 103
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

CLDDV 262 - Diversity in Educational Settings 3 Unit(s)

Examines the increasing diversity of society, educational environment, and social interactions in the classroom. The theoretical framework of awareness, knowledge, and skill is used to investigate forms of discrimination that permeate educational practices and society, and how these processes impact the work with children and their families. Culturally relevant materials and anti-bias strategies needed to integrate multicultural goals into the learning environment and curriculum are explored.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. An overview of common biases in the classroom
   1. The basis of stereotyping and biases
   2. Common stereotypes around diversity
      a. Ethnicity and Race
      b. Social Economic Status
      c. Disability
      d. Religion
      e. Language and Dialect
      f. Sexual Orientation
      g. Gender
      h. Communication Styles
   3. Examination and awareness of personal stereotypes and biases
   4. Specific curriculum activity planning to integrate into an anti-bias environment
B. Utilize the Multidimensional Model for Developing Cultural Competence to examine the various issues of diversity
   1. Awareness
   2. Knowledge
   3. Skills
C. Analysis of the classroom environment
   1. Examination of the social interactions in the classroom
   2. Integrating anti-bias content into daily environment by examining books, toys, and other materials
   3. Development of classroom projects/curriculum related to anti-bias curriculum goals
   4. Celebrations--activities in the curriculum and classroom
   5. Resources for planning and implementing specific activities which integrate diversity into daily curriculum
D. Levels of Integration of Multicultural Content into Curriculum Design
   1. Contribution Approach
   2. Additive Approach
   3. Transformative Approach
   4. Social Action Approach
E. Diverse aspects of child rearing and family practices
   1. Role of the parent
   2. Implications of the parent in the classroom
   3. Understanding values, beliefs, priorities, and practices of families
F. Explore racial identity development theories
   1. White racial identity development
   2. Black racial identity development
   3. Racial identity development
G. Explore the theories around bullying and diversity issues

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:

1. Lectures
2. Assigned reading
3. Class discussion
4. Media/videos
5. Guest speakers
6. Field trips
7. Written analysis of components of diversity
8. Class project – application of diversity components
9. Develop model of anti-bias curriculum to integrate into classroom curriculum
10. Oral reports
11. Quizzes and/or examinations (including essay examinations)

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Exams 2 per term
B. Journaling 20 per term
C. Book Club reflection and final presentation (1 per term)
   1. Why Are All the Black Kids Sitting Together in the Cafeteria
   2. What If All The Kids Are White?
   3. One Child, Two Languages
D. Transformative Lesson Planning (2 per term)
E. Jigsaw Discussion Groups (12 per term)
F. Online video viewing (1 per term)
G. Article Review (4 per term)
H. Vocabulary Words (20 per term)

Quality: Assignments require the appropriate level of critical thinking.

A. Exam
   1. Define culture and ethnocentrism
   2. Provide a contrast between the contribution and additive approaches to the transformative and social action approach

B. Journal Question
   1. What were you feeling during the viewing of the "Let's Get Real" video?
      Have you ever experienced being bullied?
   2. After viewing "The Color of Fear," what are your thoughts and feelings?
   3. What were your first thoughts after reading "A Rose for Charlie"?

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING
A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. The student should be able to utilize classroom strategies that emphasize culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Student should be prepared to build self-examination skills and learn to reflect on issues related to social identity, stereotypes and bias, child development, and schooling.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Examine personal and institutional bias, its causes, and effects on growth and development
   A. FORMATIVE ASSESSMENT:
   ● Journaling

2. Define and apply terms and concepts that are vital to the application of curriculum diversity
   A. FORMATIVE ASSESSMENT:
   ● Objective and/or essay exam
   ● Class project: application of understanding diverse components
   ● Analysis of reading assignments
   ● Oral reports
   ● Small and large group discussions

B. SUMMATIVE ASSESSMENT:
   ● Objective and/or essay exam

3. Describe diverse cultural aspects of child rearing and family practices and potential cultural conflicts
   A. FORMATIVE ASSESSMENT:
   ● Objective and/or essay exam
   ● Analysis of reading assignments
   ● Oral reports
   ● Small and large group discussions

4. Design and analyze aspects of curriculum plans reflecting diverse families
   A. FORMATIVE ASSESSMENT:
   ● Class project: application of understanding diverse components

B. SUMMATIVE ASSESSMENT:
5. Document personal growth and understanding of diversity

A. FORMATIVE ASSESSMENT:
- Journaling

6. Identify, analyze, and evaluate societal influences, classroom environments, and classroom materials in order to challenge prevailing misconceptions, stereotypes, "isms" that affect child development

A. FORMATIVE ASSESSMENT:
- Objective and/or essay exam
- Analysis of reading assignments
- Oral reports

B. SUMMATIVE ASSESSMENT:
- Objective and/or essay exam

7. Classify the various racial and ethnic identity theories

A. FORMATIVE ASSESSMENT:
- Objective and/or essay exam
- Analysis of reading assignments
- Oral reports

B. SUMMATIVE ASSESSMENT:
- Objective and/or essay exam

8. Examine their awareness, knowledge, and skills for various dimensions of diversity, such as disabilities, gender, sexual orientation, social economic status, bullying, religion, language, race and ethnicity, and others

A. FORMATIVE ASSESSMENT:
- Objective and/or essay exam
- Class project: application of understanding diverse components
- Analysis of reading assignments
- Develop a model of anti-bias curriculum
- Oral reports
- Journaling
- Small and large group discussions

B. SUMMATIVE ASSESSMENT:
- Objective and/or essay exam

9. Define the levels of integration of multicultural content including the contribution, additive, transformative, and social action approaches

A. FORMATIVE ASSESSMENT:
- Develop a model of anti-bias curriculum
10. Describe the Multi-Dimensional Model for Cultural Competence theory (awareness, knowledge, and skills) as a means for examining the various issues of diversity

A. FORMATIVE ASSESSMENT:
   • Analysis of reading assignments
   • Oral reports
   • Journaling
   • Small and large group discussions

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Objective and/or essay exam
   2. Class project: application of understanding diverse components
   3. Analysis of reading assignments
   4. Develop a model of anti-bias curriculum
   5. Oral reports
   6. Journaling
   7. Small and large group discussions

B. SUMMATIVE ASSESSMENT:
   1. Objective and/or essay exam
Proposal Impact

CLDDV 262 Diversity in Educational Settings
**Course Revision Minor**
Cheryl Williams-Jackson

Courses

Cross Listed Courses

Programs
ECON 101 - Principles of Macroeconomics

Action Type: Course Revision Major
Effective:
Primary Author: Rose LaMont

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - D2 Requested
IGETC Category: IGETC - 4B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Advisory:
Prerequisite: MATH 90 and
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ECON 101 - Principles of Macroeconomics  
Introduction to macroeconomic theory in the context of managed market economy. Covers basic concepts in economics, particularly those relating to aggregate economic analysis, such as scarcity, trade-offs, and opportunity costs. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth.

Course is not repeatable

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Introduction: thinking like an economist
      1. Basic concepts
         a. Economic questions
         b. Economic systems
         c. Scarcity
         d. Trade-offs
         e. Opportunity cost
         f. Gains from trade and comparative advantage
      2. Production possibility model
     B. Overview of macroeconomics
     C. Aggregate measures of the economy
        1. Business cycles
           a. Unemployment
           b. Inflation
           c. Economic growth
2. National income accounting
   a. Circular flow of economic activity
   b. GDP: income vs. expenditure approach
      1) Expenditure approach: GDP = Consumption + Investment + Government spending + Net Exports
      2) Income approach: GDP = Wages + Rent + Interest + Profit
   D. Aggregate demand and aggregate supply
      1. Long-term vs. short-term analysis
      2. Classical vs. Keynesian theories
      3. Other perspectives
      4. Impact of international trade
   E. Fiscal policy
      1. The role of the federal government
      2. Policy objectives
      3. Problems
      a. Political issues
      b. Entitlements
      c. Debt, deficit, and interest on the debt
      d. Trade deficit and the balance of payments
         4. Impact of international conditions on domestic policy
   E. Money and banking
      1. What is money?
      2. Banking system
         a. Structure
         b. How banks create money
      3. The Federal Reserve
         a. The structure of the Fed
         b. The Fed’s role in the banking system
         c. The Fed’s role in international money markets
      d. Monetary policy
         1) Tools
         2) Objectives
         3) Targets
   F. Policy options and dilemmas: fiscal and monetary
      1. Goal of growth and stability
      2. Interaction of fiscal and monetary policy
      3. Domestic vs. international goals

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • MATH 90: Intermediate Algebra and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Basic macroeconomic concepts may be presented through classroom lectures, collaborative learning activities, problem solving, reading and writing, electronic media.
2. Presentations may be enhanced through the use of multimedia techniques that include overhead projector slides, videos, computer presentation software, and tutorial software.
3. Student assignments may include the following: mathematical problem solving, graphing exercises, essays, term papers, group and individual presentations, computer tutorial software exercises, electronic spreadsheet exercises, current event reports.
4. Electronic media, including video, DVD, CD-ROM, and the Internet, may be used for presentation of material.
5. Reading assignments and class discussions of controversial issues in economics.
6. Collaborative exercises in class that involve mathematical problem-solving, analytical writing, and evaluation of each other's work in the context of economic concepts, theories, and issues.
7. Writing and discussion assignments in which students describe current economic events and issues, apply the thinking of economics to those events and issues, and make recommendations for change in the context of economic political decision making in our society.
8. Students will complete simple research and analysis using data sources from the library, and the Internet.

5. TYPICAL ASSIGNMENTS

**Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

Weekly problem sets that test the students' comprehension of definitions, concepts, models, and computational skills,

Study for section tests that test students' understanding of objective, quantitative, conceptual, and analytical course content.

Study for final exam that tests the students' understanding of overall course content.

**Quality:** Assignments require the appropriate level of critical thinking.

Objective question sample:
Define GDP. Define the components of the expenditure equation of GDP.

Problem-solving sample:
One day, Barry the Barber, Inc., collects $400 for haircuts. Over this day, his equipment depreciates in value by $50. Of the remaining $350, Barry sends $30 to the government
in sales taxes, takes home $220 in wages, and retains $100 in his business to add new equipment in the future. From the $220 that Barry takes home, he pays $70 in income taxes. Based on this information, compute Barry's contribution to the following measures of income.

- a. gross domestic product
- b. net national product
- c. national income
- d. personal income
- e. disposable personal income

Essay sample:
The participation of women in the US Labor Force has risen dramatically since 1970.

- a. How do you think this rise affected GDP?
- b. Now imagine a measure of well-being that includes time spent working in the home and taking leisure. How would increased participation of women in the labor force change this measure of well-being compared to the change in GDP?
- c. Can you think of other aspects of well-being that are associated with the rise in women's labor-force participation? Would it be practical to construct a measure of well-being that includes these aspects?

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

- read macroeconomic statistics with an understanding of how they are calculated, use simple models of the macroeconomy to explain and evaluate macroeconomic policy actions of the Federal government and the Federal Reserve, and have an understanding of how these policies will impact the national economy.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Define basic economic concepts and players in the economy.
   - A. FORMATIVE ASSESSMENT:
     - Objective tests and quizzes
     - Collaborative exercises in class: writing and problem-solving
     - Class discussion of macroeconomic issues
     - Computer exercises
   
   B. SUMMATIVE ASSESSMENT:
     - Final exam that tests the students' understanding of the overall course material

2. Define and calculate aggregate measures of the macroeconomy and interpret their
significance; describe the problems associated with the interpretation of these measures.

A. FORMATIVE ASSESSMENT:
- Objective tests and quizzes
- Collaborative exercises in class: writing and problem-solving
- Class discussion of macroeconomic issues
- Essay, problem-solving exams
- Computer exercises

B. SUMMATIVE ASSESSMENT:
- Final exam that tests the students' understanding of the overall course material

3. Define, compare, and contrast major macroeconomic theories of output, employment, and income.

A. FORMATIVE ASSESSMENT:
- Objective tests and quizzes
- Collaborative exercises in class: writing and problem-solving
- Class discussion of macroeconomic issues
- Essay, problem-solving exams
- Computer exercises

B. SUMMATIVE ASSESSMENT:
- Final exam that tests the students' understanding of the overall course material

4. Explain the banking and monetary system, and analyze the role of money, credit and the Federal Reserve.

A. FORMATIVE ASSESSMENT:
- Objective tests and quizzes
- Collaborative exercises in class: writing and problem-solving
- Class discussion of macroeconomic issues
- Essay, problem-solving exams
- Computer exercises

B. SUMMATIVE ASSESSMENT:
- Final exam that tests the students' understanding of the overall course material

5. Describe the interrelationships among prices, income and interest rates as they affect consumption, saving, and investment.

A. FORMATIVE ASSESSMENT:
- Objective tests and quizzes
- Collaborative exercises in class: writing and problem-solving
- Class discussion of macroeconomic issues
- Essay, problem-solving exams
- Computer exercises

B. SUMMATIVE ASSESSMENT:
- Final exam that tests the students' understanding of the overall course material

6. Analyze fiscal and monetary policy using macroeconomic models.
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Objective tests and quizzes
2. Collaborative exercises in class: writing and problem-solving
3. Class discussion of macroeconomic issues
4. Essay, problem-solving exams
5. Writing assignments: essays on current events, term papers, research projects
6. Computer exercises

B. SUMMATIVE ASSESSMENT:
1. Final exam that tests the students' understanding of the overall course material
1. Final exam that tests the students' understanding of the overall course material
Proposal Impact

ECON 101 Principles of Macroeconomics
**Course Revision Major**
Rose LaMont

Courses

Cross Listed Courses

Programs

1. City & Regional Planning A.S. Degree *New Program*
ECON 102 Course Data Summary Report

ECON 102 - Economic Principles: Microeconomics
Action Type: Course Revision Major
Effective:
Primary Author: Rose LaMont
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Advisory: and
Prerequisite: MATH 90 and
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

ECON 102 - Economic Principles: Microeconomics

An introductory course focusing on individual economic decision-making. Topics include scarcity, opportunity costs, comparative advantage, market structure and market failure, elasticity, cost theory, price and output determination under various market structures and factor markets. Related topics such as international trade, public choice, income distribution, externalsities and government regulation may be included.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Fundamentals of economics thinking
B. How markets operate
C. Elasticity of demand and supply
D. Price controls, taxes and their effects on markets
E. Production costs
F. Market structure
G. Market failure and public policy
H. Factor markets: land, labor, & capital
I. Comparative advantage and international trade

B. RECOMMENDED

A. Environmental economics
B. Tax analysis
C. Private property rights
D. Public property issues
2. ENROLLMENT RESTRICTIONS
   1. PREQUISITE(S):
      • MATH 90: Intermediate Algebra and

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Basic microeconomic concepts may be presented through classroom lectures, discussions, reading and writing, electronic media.
   2. Presentations may be enhanced through the use of multimedia techniques that include overhead projector slides, videos, computer presentation software, and tutorial software.
   3. Student assignments may include the following: mathematical problem solving, graphing exercises, essays, term papers, group and individual presentations, computer tutorial software exercises, electronic spreadsheet exercises, current event reports.
   4. Electronic media, including video, DVD, CD-ROM, and the Internet, may be used for presentation of material.
   5. Reading assignments and class discussions of controversial issues in economics.
   6. Collaborative exercises in class that involve mathematical problem-solving, analytical writing, and evaluation of each others’ work in the context of economic concepts, theories, and issues.
   7. Writing and discussion assignments in which students describe current economic events and issues, apply the thinking of economics to those events and issues, and make recommendations for a change in the context of economic political decision making in our society.
   8. Students will complete simple research and analysis using data sources from the library, and the Internet.

5. TYPICAL ASSIGNMENTS
   **Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

   A. Weekly reading assignments
   B. Weekly homework covering reading and lecture material that includes definitions, economic models, mathematical problem solving and analysis, application of economic ideas and concepts to individual, business and market decision-making.
   C. Study for section tests that cover major areas of the material, that are given throughout the semester, and that include demonstration of objective, conceptual, mathematical and analytical understanding of the course material.
   D. Study for final exam that demonstrates students' understanding of the overall course
Quality: Assignments require the appropriate level of critical thinking.

Weekly problem sets that serve as tutorials as well as test the students understanding of the material:

* Define scarcity.
* Illustrate an increase in supply with a supply and demand graph and explain the change in equilibrium price and quantity.

Section tests that include multiple choice, problem-solving and short answer questions:

* The law of demand is captured in which of the following sentences:
  A. "As the price of cookies increases, the quantity of cookies demanded decreases."
  B. "As the price of milk increases, the demand curve for cookies shifts to the left."
  C. "If cookies are a normal good, then an increase in income causes the quantity of cookies demanded to increase."
  D. "As the price of cookies increases, the quantity of cookies demanded increases."

* Consider public policy aimed at smoking:
  a. Studies indicate that the price elasticity of demand for cigarettes is about 0.4. If a pack of cigarettes currently costs $2 and the government wants to reduce smoking by 20%, by how much should it increase the price?
  b. If the government permanently increases the price of cigarettes, will the policy have a larger effect on smoking one year from now or five years from now?
  c. Studies also find that teenagers have a higher price elasticity than do adults. Why might this be true?

Essays or short research paper that require students to apply course concepts to the real world:

* Describe a current event and show how it illustrates the model of supply and demand.

* Find information about a recent trade agreement or trade dispute. In the case you've chosen, who do you think are the winners and losers from free trade? Which group has more political clout?
  (Note: places to look for this information include the Web sites of the World Trade Organization (http://www.wto.org), the US International Trade Commission (http://www.usite.gov), and the International Trade Administration in the Department of Commerce (http://www.ita.doc.gov).

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

describe and evaluate decision-making of individuals and businesses using microeconomic models of market structure and supply and demand, as well as evaluate and understand appropriate government actions in response to market failure.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Define scarcity, and show how it relates to the concepts of choice and cost;
   A. FORMATIVE ASSESSMENT:
   ● Objective tests and quizzes
   ● Collaborative exercises in class: writing and problem-solving
   ● Class discussion of microeconomic issues
   ● Essay, problem-solving exams
   ● Computer exercises

   B. SUMMATIVE ASSESSMENT:
   ● Final Exam: including objective, mathematical and analytical problems

2. Outline the role of comparative advantage in exchange;
   A. FORMATIVE ASSESSMENT:
   ● Objective tests and quizzes
   ● Collaborative exercises in class: writing and problem-solving
   ● Class discussion of microeconomic issues
   ● Essay, problem-solving exams
   ● Writing assignments: essays on current events, term japers, research projects
   ● Computer exercises

   B. SUMMATIVE ASSESSMENT:
   ● Final Exam: including objective, mathematical and analytical problems

3. Explain how prices are determined and the role of prices in allocating goods, services and factors of production;
   A. FORMATIVE ASSESSMENT:
   ● Objective tests and quizzes
   ● Collaborative exercises in class: writing and problem-solving
   ● Class discussion of microeconomic issues
   ● Essay, problem-solving exams
   ● Writing assignments: essays on current events, term japers, research projects
   ● Computer exercises

   B. SUMMATIVE ASSESSMENT:
   ● Final Exam: including objective, mathematical and analytical problems
4. Define and apply the concept of elasticity;

   A. FORMATIVE ASSESSMENT:
   - Objective tests and quizzes
   - Collaborative exercises in class: writing and problem-solving
   - Class discussion of microeconomic issues
   - Computer exercises

   B. SUMMATIVE ASSESSMENT:
   - Final Exam: including objective, mathematical and analytical problems

5. Explain the economic behavior of individual firms in the short run and the long run

   A. FORMATIVE ASSESSMENT:
   - Objective tests and quizzes
   - Collaborative exercises in class: writing and problem-solving
   - Class discussion of microeconomic issues
   - Essay, problem-solving exams
   - Computer exercises

   B. SUMMATIVE ASSESSMENT:
   - Final Exam: including objective, mathematical and analytical problems

6. Use microeconomic models to illustrate how prices and output are determined in various market structures;

   A. FORMATIVE ASSESSMENT:
   - Objective tests and quizzes
   - Collaborative exercises in class: writing and problem-solving
   - Class discussion of microeconomic issues
   - Essay, problem-solving exams
   - Computer exercises

   B. SUMMATIVE ASSESSMENT:
   - Final Exam: including objective, mathematical and analytical problems

7. Define economic efficiency and compare the implications for economic efficiency under different market structures;

   A. FORMATIVE ASSESSMENT:
   - Objective tests and quizzes
   - Collaborative exercises in class: writing and problem-solving
   - Class discussion of microeconomic issues
   - Essay, problem-solving exams
   - Computer exercises

   B. SUMMATIVE ASSESSMENT:
   - Final Exam: including objective, mathematical and analytical problems
8. Identify instances of market failure and evaluate alternative government and market strategies to improve outcomes.

A. FORMATIVE ASSESSMENT:
- Objective tests and quizzes
- Collaborative exercises in class: writing and problem-solving
- Class discussion of microeconomic issues
- Essay, problem-solving exams
- Writing assignments: essays on current events, term papers, research projects
- Computer exercises

B. SUMMATIVE ASSESSMENT:
- Final Exam: including objective, mathematical and analytical problems

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Objective tests and quizzes
2. Collaborative exercises in class: writing and problem-solving
3. Class discussion of microeconomic issues
4. Essay, problem-solving exams
5. Writing assignments: essays on current events, term papers, research projects
6. Computer exercises
7. Online testing

B. SUMMATIVE ASSESSMENT:
1. Final Exam: including objective, mathematical and analytical problems
Proposal Impact

ECON 102 Economic Principles: Microeconomics
**Course Revision Major**
Rose LaMont

Courses

Cross Listed Courses

Programs

1. City & Regional Planning A.S. Degree *New Program*
Rationale for Course Action
Periodic Review

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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Material Fees

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These items have continuing value because:

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

Enrollment Restrictions & Advisories
Prerequisite: ENGL 49
Curriculum Committee Agenda 171
October 21, 2008
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ENGL 50 - Basic Composition and Reading 5 Unit(s)

This course is designed for students who need to build basic English skills in writing, reading, and thinking. The course includes instruction in writing effective sentences, organizing ideas into paragraphs and essays, utilizing fundamentals of English syntax, reading academic texts, and building vocabulary. Basic critical thinking and study skills are also emphasized.

Course is not repeatable Field trips may be required.

Not Transferable.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Reading
  1. Identify thesis, main idea, or unifying theme of a reading selection;
  2. Distinguishing between main and subordinate or supporting elements of a reading selection;
  3. Drawing inferences and making judgments about a writer's thought and attitude;
  4. Identifying techniques by which writers fulfill their purposes in various modes of discourse, e.g.,
     a. organizing principle in description,
     b. transitional devices in exposition,
     c. arrangement of main points in argument,
     d. effective diction in narration.

B. Writing
  1. Techniques for pre-writing and invention;
  2. Chief modes of discourse and appropriate selection;
3. Unity or focus in various modes of discourse, (e.g., of mood in description, of tone in narration, of thesis or proposition in exposition and argument);
4. Principles of organization;
5. Development through example, description, and detail;
6. Paragraph construction: use of paragraphing to indicate over-all organization, principles of paragraph unity, organization of the paragraph;
7. Coherence within and between paragraphs;
8. Sentence types and main elements of sentence grammar, e.g.:
   a. Sentence wholeness and conventions of marking sentence boundaries,
   b. Logic and convention of sentence punctuation,
   c. Principles and conventions of coordination and subordination in the sentence,
   d. Sequence of tense, placement of modifying structures, and agreement of subject-verb.
9. Spelling and capitalization;
10. Diction: effective use and avoidance of misuse of words (e.g., commonly misused homonyms);
11. Revision and rewriting.

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • ENGL 49: Basic English Skills

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture
2. Reading as assigned;
3. Directed class discussion, e.g., class analysis of a reading selection, examples of student writing, or ideas and approaches for a future writing assignment;
4. Pre-writing activities, group and individual;
5. Journal writing, free writing, or other unedited writing for fluency and invention;
6. Writing and rewriting of compositions;
7. Individual conferences with the instructor;
8. Conference with aides in the English Skills Workshop;
9. Quizzes and examination;
10. Audio-visual presentations and field trips.
11. Class assignments and exercises (to achieve learner independence and critical thinking) that ask students to formulate and express judgments (stated as thesis in some modes of written assignments) based on information or ideas from reading, class discussion, and life experience;
12. Class assignments and exercises (to achieve learning independence and critical thinking) that ask students to explain and support judgments or thesis with relevant information, distinguishing between what may be regarded as fact, and that which is judgment or opinion;
13. Class assignments or exercises (to achieve learner independence and critical thinking) that ask students to evaluate and re-evaluate the soundness of judgments (their own and those of other class participants) based on the evidence presented and the introduction of new information or of another point of view.

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A minimum of 6,000 words of edited composition writing must be completed by the student, excluding journal or other free writing activities and preliminary drafts.

Some in-class essay writing must also be completed.

Quality: Assignments require the appropriate level of critical thinking.

A typical out of class essay assignment is as follows:

Assignment: Explain an object from a personal, cultural, or gendered perspective. You may choose to write about nearly any object--unusual or common place--as long as that object can be touched (is tangible), can be described briefly, and as long as you can focus on a specific object. Your object cannot be like any other object like it. The point of this essay is to construct a meaning or to make sense out of something that already appears to be complete and to have its own meaning. This essay will have two different kinds of writing--description and explanation. You will need to describe your object, but you will also need to show your reader how each detail helps to give your object its meaning.

Page Limits: 1500 words (MLA Format)

A typical in-class essay exam question is as follows:

Assignment: Using at least two of the readings we have analyzed this unit, discuss problems of masculinity OR femininity in American society. How is femininity or masculinity defined? How are young girls or young boys gendered to be feminine or masculine in our society? What problems are created by this strict gendering--for example, problems with communication or equality or intimacy or violence/assertiveness? What solutions are presented (if any) for redefining what it means to be feminine or masculine? Be specific as possible in your answer and use focused personal experience in your discussion as well as the texts you have prepared for this exam.

Note: Your essay must be fully developed, have a clear thesis statement, and use at least one quote from each text. Make sure that each quote is properly set up and
flows within your own discussion.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

- successfully take on the college-level reading and writing of English 101. Specifically, students who successfully complete English 50 will be able to articulate the main idea (or thesis) of a reading selection, and make and support reasonable inferences about the attitudes and thoughts of a writer based on evidence supplied in the reading. Additionally, students will be able to write coherent essays that are controlled by a clear unifying theme, perception, or thesis; are organized in a sequence that contributes to clarity and helps fulfill the purpose of the writing; and use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.). Finally, students will be able to examine and analyze their own writing and that of other students with a view toward improving the effectiveness of the writing and correcting errors and weaknesses.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Comment and analyze reading selections in directed class discussion,
   a. identifying four major types of discourse: description, narration, exposition, and argument; b. articulating the main idea (or thesis) of a selection or the main unifying theme, perception, or impression in narrative and descriptive writing; c. distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between their own thoughts and opinions and those of the writer; d. making and
supporting reasonable inferences about the attitudes and thoughts of a writer based on evidence supplied in the reading selection; and, e. identifying and pointing out examples of techniques by which the writer achieves effects or fulfills the purpose of the writing (e.g., unifying transitional devices, arrangement of argument or organizing principle of description, use of examples to gain clarity or impact, use of diction which conveys tone or expresses meaning precisely, etc.).

A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments
- In-class essays
- Quizzes
- Journal writing

B. SUMMATIVE ASSESSMENT:
- Final in-class essay exam

2. Write compositions as assigned, employing the following rhetorical and organizational skills: a. Identify needs of audience for background and information; b. Select modes (s) of discourse (narration, description, exposition, argument) to fulfill purpose of writing; c. Adapt tone and point of view and select argument appropriate for intended audience; d. Limit topic or scope of composition to what can be dealt with responsibly in a given piece of writing; and, e. Establish clearly a unifying theme, perception, or (when appropriate to mode of discourse) thesis for the composition; f. Develop main points or select examples and details which are relevant to and appropriate for the established thesis or theme of the composition; and g. Organize the main parts of the composition, choosing a sequence that contributes to clarity and helps fulfill the purpose of the writing.

A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments
- In-class essays
- Quizzes
- Journal writing
- Midterm Essay Exam

B. SUMMATIVE ASSESSMENT:
- Final in-class essay exam

3. As part of the writing process, a. write clear introductory and concluding paragraphs which contribute to the overall purpose of the composition; b. (for exposition and argument) express the thesis of the composition in a clear sentence; c. use detail and example to develop and elaborate upon subtopics selectively, mindful of the relative importance of the point being developed; d. compose fully developed paragraphs which are unified in thought and purpose and which show their
A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments
- In-class essays
- Journal writing
- Midterm Essay Exam

B. SUMMATIVE ASSESSMENT:
- Final in-class essay exam

4. At the sentence level, a. use a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and to indicate relationship between thoughts; b. maintain logic of central predication and the relationship of parts within the sentence, (e.g., avoiding illogical sentence fragments or run-on sentences, disagreements of number, faulty shifts of tense or incorrect tense use, pronoun shifts and unclear pronoun reference, illogical or unconventional use of punctuation marks).

A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments
- In-class essays
- Quizzes
- Midterm Essay Exam

B. SUMMATIVE ASSESSMENT:
- Final in-class essay exam
- Final Exam (Grammar)

5. In regards to word use, a. spell words correctly and capitalize according to conventions of standard, edited English prose; b. use words, expressions, idioms according to their conventionally understood meaning; c. use diction which is precise, specific, and economical; d. avoid the use of trite or hackneyed language; and, e. use diction appropriate to the purpose of the writing (e.g., technical, formal, informal, slang, etc.)

A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments
- In-class essays
- Quizzes
- Midterm Essay Exam
B. SUMMATIVE ASSESSMENT:
- Final in-class essay exam
- Final Exam (Grammar)

6. As part of their rewriting process (it is understood that students of composition at this level will not generally achieve a high degree of correctness or effectiveness of expression in their first efforts and that revision skills must be learned as a necessary part of the writing process): a. examine and analyze their own writing and that of other students with a view toward improving the effectiveness of the writing and correcting errors and weaknesses; b. proofread their own and other students’ writing for errors of grammar, spelling, and punctuation; and, c. rethink and revise compositions (with the guidance of instructor or of other students) to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support.

A. FORMATIVE ASSESSMENT:
- Class work
- Homework
- Out-of-class essay assignments

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Class work
2. Homework
3. Out-of-class essay assignments
4. In-class essays
5. Quizzes
6. Journal writing
7. Midterm Essay Exam

B. SUMMATIVE ASSESSMENT:
1. Final in-class essay exam
2. Final Exam (Grammar)
Proposal Impact

ENGL 50 Basic Composition and Reading
**Course Revision Minor**
Adrienne Peek

Courses

1. ANSC 251 *Active*
2. ANSC 252 *Active*
3. ANSC 253 *Active*
4. ANSC 254 *Active*
5. ANSC 255 *Active*
6. CLDDV 101 *Active*
7. CLDDV 104 *Active*
8. CLDDV 105 *Active*
9. CLDDV 107 *Active*
10. CLDDV 160 *Active*
11. CLDDV 165 *Active*
12. CLDDV 167 *Active*
13. CLDDV 291 *Active*
14. CLDDV 292 *Active*
15. ENGL 101 *Active*
16. ENGL 137 *Active*
17. ENGL 26 *Active*
18. HIST 104 *Active*
19. INDIS 105 *Active*
20. INTDS 145 *Active*
21. INTDS 180 *Active*
22. INTDS 220 *Active*
23. INTDS 235 *Active*
24. INTDS 245 *Active*
25. JRNAL 100 *Active*
26. SPELL 32 *Active*
27. STSK 78 *Active*

Cross Listed Courses

Programs

1. Dental Assisting Certificate of Achievement *New Program*
2. Professional Selling Certificate of Achievement *New Program*
3. Retail Management (WAFC) Certificate of Achievement *New Program*
Rationale for Course Action

Transfer and GE Status

- CSU Transfer: Requested
- UC Transfer: Requested
- CSU-GE Category: CSU-GE - A3 Requested
- IGETC Category: IGETC - 1B Requested

Course Data Elements

- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code: 1501.00
- SAM Code: E
- State Classification: A
- Open Entry/Open Exit: No
- Work Experience: No

Instructor Load

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Material Fees

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<th>Cost</th>
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</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Prerequisite: ENGL 101
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ENGL 103 - Adv Comp & Critical Thinking 3 Unit(s)

Advanced composition course that focuses on the techniques and principles of argumentative writing. Examines style, diction, inference, evidence, reasoning, and rhetorical strategies of written argument. Students are required to write a minimum of 8,000 words, at least 6,000 of which must be in essays that have a developed thesis.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Analyzing the major parts of an argument, such as
      1. Assumptions (warrants)
      2. Claims of fact, value, and policy
      3. Support
      4. Appeals
      5. Counterarguments
   B. Writing and defending an argumentative thesis using appropriate rhetorical devices, such as
      1. Concrete examples with specific, clear meaning
      2. Quality and quantity of evidence
      3. Clear and effective organization of thoughts
      4. Transitional devices and other means of achieving coherence
      5. Anticipation, accommodation and refutation of major counterarguments
   C. Identifying and using rhetorically effective and appropriate language in written argument, such as
      1. Logical appeals
2. Emotional appeals
3. Implicit statements
4. Denotative and connotative meanings
5. Definitions
6. Variety, balance, and economy in sentence and paragraph construction
7. Figurative language

D. Identifying and using different types of evidence in written argument, such as
   1. Induction
   2. Deduction
   3. Example
   4. Analogy
   5. Facts
   6. Opinions
   7. Statistics
   8. Authority

E. Identifying fallacious reasoning, such as
   1. Causal fallacies
   2. Either-or fallacies
   3. Faulty analogy
   4. Begging the question
   5. Overgeneralization

B. RECOMMENDED
   A. Identifying and analyzing rhetorical strategies found in genres and media such as
      1. Advertising
      2. Film
      3. The Internet

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • ENGL 101: Composition and Reading

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
   1. Directed class discussion, e.g., class analysis of a reading selection, discussion of examples of student writing, or discussion of ideas and approaches for a future assignment;
   2. Demonstration of writing techniques and/or rhetorical strategies;
3. Guided practice;
4. Peer workshops of written work

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. This course requires a minimum of 8,000 words of edited formal writing. At least 6,000 of those words must be in academic papers in which a thesis is developed. Students are typically assigned between four and six papers per term, and they typically take each assigned paper through two or three drafts before turning it in for a grade.

B. Students are typically assigned between 50 and 100 pages of reading per week, and they must usually write informal responses or journal entries on the reading assignments.

Quality: Assignments require the appropriate level of critical thinking.

A. Out-of-Class Essay Prompts:

1. Write a detailed analytical argument that focuses on the power and persuasiveness of an urban legend. In a 1,500-2,000 word essay, defend a thesis that addresses this question: What purpose does the legend serve and why does the legend appeal to a particular audience? Consider who is most likely to tell the story to whom, and consider what sort of occasion might inspire the telling of the tale. Since people tend to be persuaded by stories that are not only emotionally powerful but also logically believable (credible), you therefore want to think about how the legend appeals to its audience’s emotions (fears, desires, etc.) as well as its sense of logic. When analyzing the logical appeal of the legend, you want to suggest why the legend appears possible but is actually implausible. You should develop your essay further by examining similar legends and by reflecting upon what your chosen legend suggests about its culture’s values and about relations of power among people.

2. Consider Gore Vidal’s “Drugs” and A. M. Rosenthal’s “The Case for Slavery.” Neither of these arguments addresses more than the issue of legalizing drugs, but there are many sides to the problem and, correspondingly, more arguments about solving this problem. Review both arguments as writing samples, and construct a 1,200-1,500 word argumentative essay based on one of the topics listed below.

   a. Drug education—at home, in the media, in churches and schools—has been a fact of life in the United States for at least the last decade, yet our society is still plagued by drug abuse. Are these programs working? Would our society be better off without them? Would it help to increase funding to strengthen these messages further? Write an essay that argues one or more of these points. Offer a solution, as Vidal does in his argument, or write an argument expressing dissatisfaction with a solution, as Rosenthal’s article does.

   b. A case can be made that drug use in itself is not the problem—that the real problem is an economic and social one and that drug use is only a symptom of underlying conditions such as unemployment, racial inequality, and the erosion of family values. This argument states that drug abuse will diminish when these problems are solved. Is this a valid argument? Write your own essay for or against this position.
3. Find an example of an advertisement or television commercial that depends primarily on one or more of the fallacies of relevance: appeal to authority, pity, fear, ignorance, or personal attack. Then, write a 1,200-1,500 word essay that includes the following elements:
   a. Description of the ad or commercial so that your reader can picture it
   b. Analysis of the intended audience
   c. Evaluation of the probable success of the ad in reaching its audience
   d. Analysis of the fallacies present
   e. Analysis of the effects of the fallacies on the intended audience

B. In-Class Essay Prompts:
   1. Write a 750 word essay that identifies potential fallacies in one of the attached editorials. Explain why specific fallacies weaken the writer’s argument. In essence, you are critically analyzing the negative impact logical fallacies have on the writer’s argument and credibility.
   2. Write a 750 word essay. Argue one of the following topics from The Kite Runner. Option 1: Does Amir redeem himself by the end of the novel? Option 2: Considering the actions of characters in the book, do you believe people of a war-torn country have the obligation to stay in their country during times of bloodshed?

6. TEXTS AND OTHER READINGS
   F. Chaffee (2006). Thinking Critically (8/e). -.

III. DESIRED LEARNING
   A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
   analyze and evaluate the rhetoric found in academic writing and write academically sound argumentative essays.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Analyze and evaluate the major parts of an argument, including claim, support, and counterargument;
   A. FORMATIVE ASSESSMENT:
   • In-class essays
   • Quizzes and examinations
   • Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the
8,000-word minimum will be in papers in which a thesis is developed.)

- Participation in class discussion

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

2. Establish and defend an argumentative thesis in essays that
1. demonstrate advanced, argumentative forms of writing;
2. demonstrate advanced control over written language, including syntax, punctuation, grammar, and spelling;
3. avoid common logical fallacies.

A. FORMATIVE ASSESSMENT:
- In-class essays
- Quizzes and examinations
- Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
- Participation in class discussion

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

3. Evaluate and use, where appropriate, advanced rhetorical strategies, including emotional and logical appeals.

A. FORMATIVE ASSESSMENT:
- In-class essays
- Quizzes and examinations
- Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
- Participation in class discussion

B. SUMMATIVE ASSESSMENT:
- An in-class final essay exam is required as the summative assessment for this course.

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
1. In-class essays
2. Quizzes and examinations
3. Multiple drafts of out-of-class essay assignments (The course requires a minimum of 8,000 words of edited composition writing, excluding journal or other unedited writing and preliminary or prewriting. At least 6,000 of the 8,000-word minimum will be in papers in which a thesis is developed.)
4. Participation in class discussion

**B. SUMMATIVE ASSESSMENT:**

1. An in-class final essay exam is required as the summative assessment for this course.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Michael Smedshammer

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ENGL 103

COURSE TITLE: Adv Comp & Critical Thinking

EFFECTIVE DATE:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

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<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
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<td>Group Meetings/Review Sessions</td>
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<td>Individual Meetings</td>
<td>Quizzes, Self-test and Exams</td>
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<td>Viewing Text-based Materials</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

The WebCT/Blackboard online environment software insures as much or more teacher student contact than in a face-to-face composition course. Every word the student writes is monitored by the instructor and recorded by the software. The student receives electronic feedback from the instructor and peers. Online discussions allow instructors to insure that every student in the class participates fully, unlike some face to face classes where students can choose to sit quietly and not contribute to discussions.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?
TYPE OF TEACHING MODALITIES

<table>
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<tr>
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COURSE ANALYSIS
1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?
Proposal Impact

ENGL 103 Adv Comp & Critical Thinking
**Course Revision Major**
Michael Smedshammer

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
Curriculum Committee Agenda

ESL 30 Course Data Summary Report

ESL 30 - English Language 3
Action Type: Course Revision Major 5 Units
Effective:
Primary Author: Gabriele Steiner
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E  State Classification: C
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories
Prerequisite:
Modesto Junior College

ESL 30 Course Outline

Effective Date:
Printed On: 10/16/2008 10:26:20 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ESL 30 - English Language 3  5 Unit(s)

Continuation of ESL 20. Lower intermediate component for persons learning English as another language. Emphasis on review and expansion of lower intermediate grammatical structures in reading, writing, listening, and speaking.

A-F and CR/NC

Course is not repeatable Field trips may be required.

Not Transferable.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

1. Grammar points

   1. Continued review of major topics and skills learned in ESL 20
   2. Verb tense contrasts (simple present versus present progressive; past progressive vs. simple past; and will vs. be + going + to
   3. Past and past participle forms of 85 irregular verbs
   4. Review common modal auxiliaries: will, can, could, may, might; introduce modals must, should, and would.
   5. Present perfect tense (completed definite and indefinite action and action in progress including the use of already, yet, since, and for )
   6. Quoted vs. reported speech (simple present statements)
   7. Future conditional statements
   8. Simple contrary-to-fact conditional statements (present tense)
   9. Comparative adjectives (review) and introduce superlative degree of adjectives and adverbs including equatives
2. Reading/ Writing/ Vocabulary

1. Reading and Vocabulary: vocabulary in dialogs and other short readings used in connection with exercises (m.c.)
2. Writing: conventions of punctuation, capitalization, spelling, paragraph format used in exercises (m.c.)

B. RECOMMENDED

1. Reported yes/no questions

2. Pronunciation/listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension

3. Vocabulary: level-appropriate vocabulary encountered in contexts such as:
   1. home life and daily activities
   2. culture/etiquette
   3. school/college life
   4. career or occupational choices
   5. work qualifications and past work experiences
   6. comparative shopping and other consumer related activities
   7. travel (all m.c.)

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   - with a minimum grade of C or better Placement in ESL 30 through assessment process or satisfactory completion of ESL 20 or equivalent course.

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Oral drill of structures to be learned
2. Less controlled communicative activities
3. Dictation exercises
4. Language lab practice
5. Individual and small group tutoring sessions
6. Written exercises and homework to practice vocabulary and structure
7. Quizzes and examinations
8. Jazz chants and other oral/aural practice

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Daily written homework assignments focusing on grammatical structures and vocabulary taught in the class (e.g. vocabulary fill-in the blank exercises, sentence completion, original sentences using particular grammatical structures, etc).

2. Frequent quizzes (one to three times a week) on material in the textbooks, readers, and supplementary handouts as it is taught.

3. Exams every two or three weeks covering major grammatical points, vocabulary, and including paragraph writing.

4. Weekly reading assignments in textbooks or readers along with reading comprehension questions and vocabulary fill-in the blank exercises.

5. Writing paragraph length passages outside of class as well as in class on a weekly basis.

6. Computer-assisted supplementary exercises that accompany chosen textbooks as needed.

Quality: Assignments require the appropriate level of critical thinking.

1. In an exercise contrasting the simple present and present progressive, fill in the blank with the appropriate verb tense while differentiating between action and non-action.

2. Determine the most appropriate vocabulary word and part of speech to fill in a blank. Add endings or change to make grammatically correct.

3. Write sentences about a time chart using the appropriate tenses (such as present perfect, simple past, present progressive, future) with the time expressions provided.

4. Given a restaurant menu, write sentences using comparative, superlatives, and equatives to make comparative statements about items on the menu in respect to cost and taste.

5. Respond in writing to an ESL 20 student's letter requesting advice about what classes to take in the ESL and Reading sequences by using grammatical structures such as future and contrary-to-fact conditionals sentences as well as appropriate modal auxiliaries of advice, possibility, and necessity.

6. TEXTS AND OTHER READINGS
D. Penguin Readers, Level 3

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
function at a low intermediate level of English with regard to speaking, reading, writing, and listening comprehension skills.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. construct sentences and questions with increasing accuracy using verbs tenses learned in ESL 10 and 20 (continuous and simple present, simple past, and be going to future)

A. FORMATIVE ASSESSMENT:

- Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
- Proficiency demonstrated by students’ written homework and classwork
- Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
- Workbook assignments
- Dictation or other activities testing aural comprehension of spoken English
- Original writing assignments

B. SUMMATIVE ASSESSMENT:

- Written final exam (comprehensive exam with writing, editing, and grammar components).

2. construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: past continuous and present perfect (indefinite, since and for, already and not yet).

A. FORMATIVE ASSESSMENT:

- Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
- Proficiency demonstrated by students’ written homework and classwork
- Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
- Workbook assignments
- Dictation or other activities testing aural comprehension of spoken English
- Original writing assignments
B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

3. Construct sentences using these structures avoiding excessive errors in verb form, use of auxiliaries, and word order: comparatives, equatives, and superlatives of adjectives and adverbs, future conditional statements, simple contrary-to-fact statements (present tense only), reported statements in the present tense

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Dictation or other activities testing aural comprehension of spoken English
• Original writing assignments

B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

4. Make meaningful statements related to career or occupational preferences, work qualifications, past work experience, comparative shopping and other consumer-related activities, with appropriate use of present perfect tense and comparative or superlative forms of adjectives and adverbs

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Dictation or other activities testing aural comprehension of spoken English
• Original writing assignments

B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

5. Produce yes/no questions as reported speech.

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Original writing assignments

B. SUMMARY ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

6. Distinguish with increasing accuracy context requiring simple and continuous text

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Original writing assignments

B. SUMMARY ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

7. Use modal auxiliaries (will, can, could, may, might, should, may/might, must, and would) appropriately according to their primary meanings

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Original writing assignments

B. SUMMARY ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

8. Use words and idioms encountered in exercises appropriately

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Original writing assignments

B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

9. within the scope of their vocabulary and knowledge of English structure, respond appropriately to questions, statements, and directions of the teacher

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Original writing assignments

B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

10. write brief paragraphs showing control of elementary paragraph form and development

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork

B. SUMMATIVE ASSESSMENT:
• Written final exam (comprehensive exam with writing, editing, and grammar components).

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
2. Proficiency demonstrated by students’ written homework and classwork
3. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
4. Workbook assignments
5. Dictation or other activities testing aural comprehension of spoken English
6. Original writing assignments

B. SUMMATIVE ASSESSMENT:
1. Written final exam (comprehensive exam with writing, editing, and grammar components).
Proposal Impact

ESL 30 English Language 3
**Course Revision Major**
Gabriele Steiner

Courses

1. ESL 23 *Active*
2. ESL 40 *Active*

Cross Listed Courses

Programs
ESL 45 - English Language 5
Action Type: Course Revision Major
Effective:
Primary Author: Daniel Martin
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: C
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories
Prerequisite: ESL 40
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

ESL 45 - English Language 5  5 Unit(s)

Continuation of ESL 40. Higher intermediate components for persons learning English as another language. Review and expansion of higher intermediate grammatical structures in reading, writing, listening, and speaking.

Course is not repeatable Field trips are not required.

Not Transferable.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Grammar Points
1. Continued review of major topics and skills learned in ESL 40.
2. Past and participle forms of 130 irregular verbs
3. Use of modal auxiliaries in extended meanings (past and present inferences, advisability, obligation, and certainty)
4. Future perfect tense
5. Future perfect continuous tense
6. Review and expansion of reported speech and reported questions (all tenses, modals, yes/no questions, wh- questions, commands, requests, and embedded questions)
7. Subject and object relative clauses
8. Review and expansion of gerunds and infinitives after certain verbs (use of gerunds and infinitives after 50 verbs, uses of too/enough, gerunds as subjects and after prepositions and adjectives)
9. Passive voice in all tenses and with modals
10. Causative verbs (active forms)
B. Reading/Writing/Vocabulary
   1. Reading and Vocabulary: vocabulary in dialogs and other readings used in connection with exercises
   2. Writing: conventions of punctuation, spelling, and multi-paragraph composition format used in exercises

B. RECOMMENDED
   A. Review of past and present unreal conditionals
   B. Pronunciation/Listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension
   C. Vocabulary: level appropriate vocabulary encountered in contexts such as:
      1. contemporary family life
      2. American culture and etiquette
      3. school/college life
      4. work qualifications and past work experiences
      5. comparative shopping and other consumer-related activities
      6. recreational/sports activities
      7. travel and international culture
      8. communication skills
      9. academic and professional goals
     10. politics
     11. art/music
     12. history
     13. religion (all m.c.)

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • ESL 40: English Language 4

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. reading and listening to dialogues and longer reading passages which include the targeted grammar structure.
   2. discussion of meanings and uses of grammar points in these same dialogues and readings passages.
   3. sentence completion and fill-in exercises to reinforce grammar structures.
   4. dictation exercises focusing on targeted grammar structures.
   5. vocabulary fill-in exercises to help students transfer knowledge on new vocabulary.
to alternative and appropriate environments.
6. oral drills of grammar structures to be learned
7. listening discrimination and aural comprehension activities
8. computer assisted learning practice: original software or assignments or packaged software programs which accompany the textbook used in classroom or lab
9. jazz chants
10. reading exercises
11. individual or small group tutoring sessions
12. written exercises to practice vocabulary and structure
13. published textbook/workbook exercises
14. multi-paragraph compositions that allow repeated use of targeted grammar structures in a real context
15. written or oral examinations or quizzes

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.

A. Prepare a report discussing some crops grown, some animals raised, some natural resources found or mined and some materials produced in a country you know well. Construct your sentences using the Passive Voice. Prepare to present your sentences in a report to a small group before you turn in the assignment to your teacher.
B. Write about a famous person from your country or culture. Use Adjective Clauses (relative clauses) to add extra information to at least five sentences. Prepare to present your report to a small group before you turn it in to your teacher.
C. Write a multi-paragraph composition about a goal you are working toward. What steps will you take to achieve your goal? When will you have completed each step? Use the Future Perfect and Future Perfect Progressive tenses appropriately in your composition.

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Daily written homework assignments focusing on grammatical structures and vocabulary taught in the class such as vocabulary fill-in-the-blank exercises, sentence completion, and writing original sentences using a particular grammatical structure.
B. Frequent quizzes (one to three times a week) on material in the textbooks, readers, and supplementary handouts.
C. Exams every two or three weeks covering major grammatical points, vocabulary, and including paragraph writing.
D. Weekly reading assignments in textbooks or readers along with reading comprehension questions and vocabulary fill-in-the-blank exercises.
E. Bi-weekly, multi-paragraph writing assignments outside of class.
F. Computer-assisted supplementary exercises that accompany chosen textbooks as needed

6. TEXTS AND OTHER READINGS

B. Focus on Grammar 4 Workbook may be used to provide supplemental practice material: the answer key is in the back. The workbook can be ordered as part of a bundle with the student book (and a reader) from the publisher by contacting the publisher's representative for an ISBN for the whole bundle (this is a savings of 20% or so for the student).

The software for this series of Focus on Grammar texts (used in ESL 10, 20, 30, 45) is available for student use in the computer lab.

### III. DESIRED LEARNING

**A. COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Use English grammar and tenses at the high-intermediate level with accuracy and demonstrate knowledge in structured and unstructured grammar exercises and written exams. Discuss high-intermediate level medium-length texts and other current topics with some fluency and accuracy. Write short paragraphs using the grammar studied with level appropriate accuracy avoiding excessive errors.

**B. STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

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

1. construct sentences and questions in future perfect and future perfect progressive avoiding excessive errors in verb form use of auxiliaries and word order
   
   **A. FORMATIVE ASSESSMENT:**
   
   - Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening
   - Proficiency demonstrated by students’ written homework and classwork
   - Dictation or other activities testing aural comprehension of spoken English
   - Original writing assignments

2. construct sentences and questions with modal auxiliaries with reference to past and extended meanings (advisability, obligation, inference, certainty) as well as subject and object relative clauses, gerund and infinitives after certain verbs, passive voice (all tenses and modals), and causative verbs (active forms) avoiding excessive errors in verb form, use of auxiliaries, and word order

   **A. FORMATIVE ASSESSMENT:**
   
   - Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening
   - Proficiency demonstrated by students’ written homework and classwork
   - Written classwork
   - Dictation or other activities testing aural comprehension of spoken English
• Original writing assignments

B. SUMMATIVE ASSESSMENT:
• Written final examination (comprehensive exam with writing, editing, and grammar components).

3. select appropriate verb tenses given a variety of realistically complex situations

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening
• Proficiency demonstrated by students’ written homework and classwork
• Written classwork

B. SUMMATIVE ASSESSMENT:
• Written final examination (comprehensive exam with writing, editing, and grammar components).

4. use words and idioms encountered in exercises appropriately within the scope of student vocabulary and knowledge of English, and respond appropriately to questions, statements and directions of teacher

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening
• Proficiency demonstrated by students’ written homework and classwork
• Written classwork

5. write multi-paragraph assignments showing control of paragraph form and development

A. FORMATIVE ASSESSMENT:
• Original writing assignments

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening
2. Proficiency demonstrated by students’ written homework and classwork
3. Written classwork
4. Dictation or other activities testing aural comprehension of spoken English
5. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
6. Original writing assignments

B. SUMMATIVE ASSESSMENT:
1. Written final examination (comprehensive exam with writing, editing, and grammar components).
Proposal Impact

ESL 45 English Language 5
**Course Revision Major**
Daniel Martin

Courses

1. ENGL 25 *Active*

Cross Listed Courses

Programs
ESL 47 - English Language 6
Action Type: Course Revision Major
Effective:
Primary Author: Ruth Luman
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: C
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Prerequisite:
Modesto Junior College

ESL 47 Course Outline

Effective Date:  
Printed On: 10/16/2008 10:28:00 AM MDT

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

ESL 47 - English Language 6  5 Unit(s)

Continuation of ESL 45. Advanced English grammar component for persons learning English as another language. Emphasis on review and expansion of advanced grammatical structures in reading, writing, listening, and speaking for success in college-level courses.

A-F and CR/NC.

Course is not repeatable Field trips may be required.

Not Transferable.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

   A. Grammar Points

   1. Continued review of major topics and skills learned in ESL 45.
   2. Contrast and integration of all verb tenses.
   5. Past and past participle forms of 165 irregular verbs
   3. Contrast and integration of adverbial time clauses in all tenses
   4. Introduction of adverb phrases
   6. Review and expansion of adjective clauses (subject and object adjective clauses, clauses with prepositions, clauses with expressions of quantity, clauses with nouns + of which)
   7. Introduction of adjective phrases and use of appositives
   8. Review and expansion of gerunds and infinitives (all uses of gerunds and infinitives, past and passive forms of gerunds and infinitives)
   9. Contrast and integration of passive and active voice in all tenses and with
modals
10. Uses of stative passive voice
11. Uses of participials (contrast of past participles and participial adjectives and phrases)
11. Causative verbs (active and passive-like forms)
13. Review and expansion of nouns (count and non-count nouns, noun modification, use of quantifiers, distinction between meanings of nouns that are both count and non-count, common problems in singular/plural noun usage)
12. Review and expansion of article usage (definite, indefinite, and no article usage, exceptions in article usage, and the definite article with proper nouns)
14. Review and expansion of noun clauses (reported statements in all tenses, reported yes/no questions/wh-questions, embedded questions, noun clauses as subjects, noun clauses as objects, and subjunctive noun clauses)

B. Reading/Writing/Vocabulary

1. Reading and Vocabulary: vocabulary in articles and other short readings used in connection with exercises. (m.c.)

2. Writing: conventions of punctuation, capitalization, parallelism, and paragraph form and development. Practice of multi-paragraph written assignments utilizing grammatical structures studied. (m.c.)

B. RECOMMENDED

1. Conjunctive adverbs of cause/effect, contradiction, concession, addition

2. Coordinating conjunctions and paired conjunctions

3. Review and expansion of conditionals

4. Pronunciation/listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension

5. Vocabulary: level-appropriate vocabulary encountered in contexts such as:
   1. environment and science
   2. politics and current events
   3. international travel
   4. history
   5. sociology
   6. psychology
   7. literature
8. health/nutrition
9. media
10. art/music
11. academic and vocational goals
   (m.c.)

2. ENROLLMENT RESTRICTIONS
   1. PREQUISITE(S):
      • with a minimum grade of C or better Placement in ESL 47 through
        assessment process or satisfactory completion of ESL 45 or equivalent course.

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Oral drill of structures to be learned
   2. Less controlled communicative activities
   3. Computer-assisted learning practice
   4. Individual and small group tutoring sessions
   5. Written exercises and compositions to practice vocabulary and grammar structures
   6. Reading and editing exercises
   7. Written examinations and quizzes

5. TYPICAL ASSIGNMENTS
   **Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)
   1. weekly reading assignments: e.g. articles and other authentic texts from newspapers, textbook, and/or reader
   2. daily homework assignments: e.g. sentence generation, cloze, editing exercises on gramm and/or vocabulary
   3. weekly workbook assignment for further practice of grammar being studied (including online exercises where available)
   4. bi-weekly multi-paragraph writing assignments on a given topic with the aim of practicing specific grammar points currently being studied
   **Quality:** Assignments require the appropriate level of critical thinking.
1. Think about a significant moment or turning point in your life, something that helped you become what you are today. Maybe there was an important moment or situation in which you learned something about yourself, had to make an important decision, or you had to change your beliefs. Think about what you learned from the turning point and what you are doing now as a result of that event.

Write three paragraphs that describe an important turning point or significant moment in your life. Use a variety of past, present, and future verb tenses, adverbial time clauses, and reduced adverbial time clauses. Type this assignment on a separate piece of paper and bold the sentences with time clauses in your paragraphs. Be sure to edit your work with a partner or on your own before turning it in. Pay special attention to sentence fragments, run-ons, dangling modifiers, and use of commas. Attach the rubric to your writing.

2. Look at the article on Wangari Maathai in your book. Highlight all the sentences with adjective clauses. Write the sentences with adjective clauses as two separate sentences on the lines on the following pages. In addition, answer the reading questions at the end of the article. Be sure to staple the printed article and your work together.

3. Look at the travel journal of a student who traveled to Peru. All the gerunds are missing. Find and correct the sentences that need gerunds. Try to explain why gerunds are needed. 18 more gerunds are needed. The first one has been done for you.

4. We often use embedded questions to make our own questions and responses to questions seem more polite and less direct. In the exercises below, partners will pretend to be nosy reporters or evasive interviewees.

The person interviewing will make the questions seem more polite by changing them into embedded questions using the phrases after each direct question. In the answers, partners will also use embedded questions with the phrases in parentheses under each question. Remember to make the appropriate verb and pronoun changes in your questions and answers.

Example:

Question:
I really liked your last movie. Where did you film it? (I'd love to know...)

Answer:
(My director doesn't want me to say...)

Partner A:
I really liked your last movie. I'd love to know where you filmed it.

Partner B:
My director doesn't want me to say where we filmed it.

6. TEXTS AND OTHER READINGS
III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
function at an advanced level of English with regard to speaking, reading, writing, and listening comprehension skills.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. construct sentences and questions using verb tenses and structures learned in the intermediate levels of ESL in less controlled exercises and more realistically complex situations using a more advanced vocabulary (m.c.)
   A. FORMATIVE ASSESSMENT:
   • Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
   • Proficiency demonstrated by students’ written homework and classwork
   • Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
   • Workbook assignments
   • Dictation or other activities testing aural comprehension of spoken English
   • Original writing assignments

   B. SUMMATIVE ASSESSMENT:
   • Written final examination (comprehensive exam with writing, editing, and grammar components)

2. construct sentences using these structures avoiding excessive errors in verb and word form, parallel structure, use of auxiliaries, and word order: gerunds and infinitives, nouns, articles, adjective clauses (various kinds) and adjective phrases; adverbial time clauses in all tenses and phrases; noun clauses (various kinds);
adjectival use of participles; passive voice; causative verbs in both active and passive-life forms (m.c.)

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Dictation or other activities testing aural comprehension of spoken English
• Original writing assignments

________________________________________________________________________

B. SUMMATIVE ASSESSMENT:
• Written final examination (comprehensive exam with writing, editing, and grammar components)

3. select appropriate verb tenses and moods given a variety of realistically complex situations (m.c.)

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
• Workbook assignments
• Dictation or other activities testing aural comprehension of spoken English
• Original writing assignments

________________________________________________________________________

B. SUMMATIVE ASSESSMENT:
• Written final examination (comprehensive exam with writing, editing, and grammar components)

4. find and correct errors in student writing of grammatical structures encountered in the course

A. FORMATIVE ASSESSMENT:
• Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
• Proficiency demonstrated by students’ written homework and classwork
• Workbook assignments
• Original writing assignments

________________________________________________________________________

B. SUMMATIVE ASSESSMENT:
• Written final examination (comprehensive exam with writing, editing, and grammar components)

5. use academic vocabulary encountered in exercises (m.c.)
A. FORMATIVE ASSESSMENT:
- Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
- Proficiency demonstrated by students’ written homework and classwork
- Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
- Workbook assignments
- Dictation or other activities testing aural comprehension of spoken English
- Original writing assignments

B. SUMMATIVE ASSESSMENT:
- Written final examination (comprehensive exam with writing, editing, and grammar components)

6. within the scope of their vocabulary and knowledge of English sentence structure, respond appropriately to questions, statements, and directions of the teacher in controlled exercises (m.c.)

A. FORMATIVE ASSESSMENT:
- Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
- Proficiency demonstrated by students’ written homework and classwork
- Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
- Workbook assignments
- Dictation or other activities testing aural comprehension of spoken English
- Original writing assignments

B. SUMMATIVE ASSESSMENT:
- Written final examination (comprehensive exam with writing, editing, and grammar components)

7. write multi-paragraph assignments showing understanding of advanced-level paragraph form and appropriate use of structure studied in the course (m.c.)

A. FORMATIVE ASSESSMENT:
- Proficiency demonstrated by students’ written homework and classwork
- Original writing assignments

B. SUMMATIVE ASSESSMENT:
- Written final examination (comprehensive exam with writing, editing, and grammar components)

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling, and listening
2. Proficiency demonstrated by students’ written homework and classwork
3. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises
4. Workbook assignments
5. Dictation or other activities testing aural comprehension of spoken English
6. Original writing assignments

B. SUMMATIVE ASSESSMENT:

1. Written final examination (comprehensive exam with writing, editing, and grammar components)
Proposal Impact

ESL 47 English Language 6
**Course Revision Major**
Ruth Luman

Courses

Cross Listed Courses

Programs
GERM 101 - German 1

Action Type: Course Revision Minor
Effective: 
Primary Author: Gabriele Steiner
Other Author(s): 
CC Representative Approval By: 
CC Staff Review By: 
Division Dean Approval By: 

Rationale for Course Action
I would like to be able to offer German 101 as a hybrid online course to attract students with some prior knowledge of German gained in high school or through travel/work/residence in a German-speaking country.

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C2 Requested
IGETC Category: IGETC - 6A Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  
SAM Code: E  
State Classification: A
Open Entry/Open Exit: No  
Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

The following information is what will appear in the MJC 2008-2009 Catalog.

GERM 101 - German 1

5 Unit(s)

Essentials of written and spoken German, simple composition, conversation, and reading.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Pronunciation
B. Aural comprehension and drills
C. Vocabulary study (areas: family, university classes and schedules, sports, hobbies, travel, clothing and shopping)
D. Common idiomatic expressions
E. Reading (simplified and authentic texts)
F. Writing exercises (simple paragraphs, letters, emails)
G. Important aspects of German culture *
H. Main elementary grammatical structures
   1. verb tenses
      a. present
      b. present perfect
   2. indicative, imperative, and interrogative forms of tenses studied
   3. word order (affirmative, negative, interrogative)
   4. most common irregular verbs (including modal verbs)
   5. most common past participles
   6. articles: definite, indefinite
   7. nouns: singular and plural
   8. interrogatives: wer, was, wo, wohin, wann, wie, warum, welch-
9. subject pronouns; possessive, interrogative, and demonstrative adjective forms
10. common prepositions (and their contractions): in, um, am, aus, nach, zu, von, an, auf, neben, vor, hinter, uber
11. direct/indirect objects and noun declension (accusative and dative cases)

B. RECOMMENDED
   A. Introduction to common simple past tense verbs
   B. Introduction to common comparative and superlative forms
   C. Introduction to the future tense with werden
   D. Exploration of websites from the German-speaking world to gather culturally relevant information

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. pronunciation drills and exercises (classroom and homework/audio component of workbook).
   2. oral drill of grammatical structures to be learned or reviewed (classroom and homework/audio component of workbook).
   3. listening comprehension exercises and dictation
   4. oral practice of memorized dialogs
   5. less-controlled oral communicative activities: e.g.: simulated conversations, role-play improvisations, response to questions, enacting student-written dialogs, directed class discussion.
   6. reading German texts appropriate to their knowledge of vocabulary and grammatical structure.
   7. written exercises for study and review of grammatical structures and vocabulary.
   8. less-controlled written communicative activities: e.g.: written response to reading questions, writing of original dialogs, expression of ideas or information in response to questions or other stimulus.
   9. discussion in German or English of aspects of German culture and contrast with their own culture. Whenever possible, students' understanding of German culture will be fostered through reading and discussion in the German language. *

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

Students will:

A. On a daily basis: complete workbook and textbook exercises such as:
   1. complete cloze exercises with appropriate vocabulary or grammatical forms
   2. create dialogs
   3. create original sentences using grammatical structures studied in class
   4. memorize/drill verb conjugation
   5. study and review vocabulary and grammar
B. On a weekly basis:
   1. prepare for quizzes/exams
   2. write short paragraphs, letters, emails
C. On a biweekly basis:
   1. complete lab manual chapters (audio component of the workbook)
   2. create and present original dialogs
D. Twice a semester:
   1. prepare for oral exams (midterm and final oral)
E. Per term:
   1. prepare for written final exam

Quality: Assignments require the appropriate level of critical thinking.

A. Conversation: Create and present a dialog. Imagine you are an exchange student and you just met a student of German Literature from Germany/Austria/Switzerland/Liechtenstein. Introduce yourself and discuss your school/university schedules, daily routines, and hobbies.
B. Conversation: Create and present a dialog. Imagine you are an exchange student in Berlin/Vienna/Bern (choose one). You and a German native speaker living in this city are having coffee. Introduce yourself and then ask questions about life in this city. Include questions about famous sights and interesting places to visit.
C. Description: Look at your room. Make a quick sketch of the objects in the room. Then write a description using many adjectives and correct prepositions (such as auf, unter, neben, über, vor, hinter, etc.)
D. Writing: Write down the recipe for your favourite dish (If you know a German/Austrian/Swiss dish, you may describe that). Make a list of ingredients and describe the steps in cooking this dish.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
   A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
conduct simple conversations in German; develop basic listening comprehension skills; read texts in German (simplified and authentic); write dialogs, short paragraphs, and simple correspondence; and use elementary grammatical concepts and vocabulary in spoken and written form within the scope of vocabulary studied (particularly vocabulary relating to the family, university classes and schedules, sports, hobbies, travel, clothing and shopping).

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. identify the meaning of German words, phrases, and idioms encountered in course exercises (demonstrate recognition by appropriate use of lexical item; appropriate response; or by translation or matching to pictures or English equivalent).
   
   A. FORMATIVE ASSESSMENT:
   • Oral quizzes and examinations of students' command of grammatical structures, vocabulary, and pronunciation.
   • Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
   • Proficiency demonstrated by students in written homework or class exercises.

   B. SUMMATIVE ASSESSMENT:
   • Oral final exam
   • Written final exam

2. name and write with correct spelling the principal parts of irregular verbs encountered in course.

   A. FORMATIVE ASSESSMENT:
   • Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
   • Proficiency demonstrated by students in written homework or class exercises.
   • Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
   • Quizzes testing aural comprehension of spoken German.

   B. SUMMATIVE ASSESSMENT:
   • Oral final exam
   • Written final exam

3. name and write with correct spelling the forms of articles; possessive, interrogative, and demonstrative adjectives; pronouns; and nouns.

   A. FORMATIVE ASSESSMENT:
   • Oral quizzes and examinations of students' command of grammatical structures, vocabulary, and pronunciation.
• Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
• Proficiency demonstrated by students in written homework or class exercises.
• Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
• Quizzes testing aural comprehension of spoken German.

B. SUMMATIVE ASSESSMENT:
• Oral final exam
• Written final exam

4. identify names of some major landmarks and regions in German, names of persons and events of historical or cultural importance.

A. FORMATIVE ASSESSMENT:
• Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
• Proficiency demonstrated by students in written homework or class exercises.
• Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.

B. SUMMATIVE ASSESSMENT:
• Oral final exam
• Written final exam

5. comprehend spoken German within the scope of their vocabulary and knowledge of grammatical structure (demonstrate comprehension through appropriate action or response.)

A. FORMATIVE ASSESSMENT:
• Oral quizzes and examinations of students' command of grammatical structures, vocabulary, and pronunciation.
• Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
• Proficiency demonstrated by students in written homework or class exercises.
• Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
• Quizzes testing aural comprehension of spoken German.

B. SUMMATIVE ASSESSMENT:
• Oral final exam
• Written final exam

6. speak German words and sentences with an understandable pronunciation approximating the vowel/consonant sounds and intonation of a native speaker of German.

A. FORMATIVE ASSESSMENT:
• Oral quizzes and examinations of students' command of grammatical structures,
vocabulary, and pronunciation.
- Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.

B. SUMMATIVE ASSESSMENT:
- Oral final exam

7. speak understandable German making appropriate responses to questions or statements in class recitation, oral testing or simulated conversations (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).

A. FORMATIVE ASSESSMENT:
- Oral quizzes and examinations of students' command of grammatical structures, vocabulary, and pronunciation.
- Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.

B. SUMMATIVE ASSESSMENT:
- Oral final exam

8. read German texts within the scope of their vocabulary and knowledge of grammatical structure with comprehension appropriate to low beginner level (demonstrate comprehension by appropriate response to questions).

A. FORMATIVE ASSESSMENT:
- Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
- Proficiency demonstrated by students in written homework or class exercises.

B. SUMMATIVE ASSESSMENT:
- Written final exam

9. write understandable German within the scope of their vocabulary and knowledge of grammatical structure.

A. FORMATIVE ASSESSMENT:
- Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
- Proficiency demonstrated by students in written homework or class exercises.

B. SUMMATIVE ASSESSMENT:
- Written final exam

10. distinguish between correct and incorrect grammatical forms in German sentences and phrases (within the scope of their vocabulary and knowledge of grammatical structure).

A. FORMATIVE ASSESSMENT:
- Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
- Proficiency demonstrated by students in written homework or class exercises.

B. SUMMATIVE ASSESSMENT:
- Written final exam

11. analyze from their own experience and knowledge aspects of their culture that differ significantly from the culture of the German-speaking world (demonstrate analysis by drawing conclusions and making generalizations in writing or in class discussion).

A. FORMATIVE ASSESSMENT:
- Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
- Proficiency demonstrated by students in written homework or class exercises.
- Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.

B. SUMMATIVE ASSESSMENT:
- Oral final exam
- Written final exam

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Oral quizzes and examinations of students' command of grammatical structures, vocabulary, and pronunciation.
2. Written quizzes and examinations of students' command of grammatical structures, vocabulary, and spelling.
3. Proficiency demonstrated by students in written homework or class exercises.
4. Proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
5. Quizzes testing aural comprehension of spoken German.

B. SUMMATIVE ASSESSMENT:
1. Oral final exam
2. Written final exam
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Gabriele Steiner
DATE SUBMITTED:
COURSE PREFIX AND NUMBER: GERM 101
COURSE TITLE: German 1
EFFECTIVE DATE:

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Students will be required to attend two hours of face-to-face instruction per week. During these class sessions, they will participate in 1. pronunciation drills and exercises 2. oral drills of grammatical structures to be introduced or reviewed 3. listening comprehension exercises and dictation 4. oral practice of memorized dialogs 5. less controlled oral communicative activities such as simulated conversations, role-play improvisation, response to questions, enacting student-written dialogs from chatroom interaction, directed class discussion 6. discussion of aspects of the culture of the German-speaking world and contrast with their own 7. take quizzes and tests. Students will also complete a variety of assignments online only. These will include 1. completing exercises for study and review of grammatical structures and vocabulary in electronic workbooks and lab manuals 2. writing responses to reading questions and creating original dialogs by participating in chatrooms 3. writing short paragraphs practicing grammatical forms and vocabulary studied 4. reading German texts (simplified and authentic) appropriate to their knowledge of vocabulary and grammatical structures 5. participating in online discussions of topics that promote understanding of the culture of the German-speaking world.

TYPE OF TEACHING MODALITIES

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<td></td>
<td>Viewing video/audio Materials</td>
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<td>Listening to audio-only materials</td>
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<td>Quizzes, Self-test and Exams</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   The instructor will 1. maintain correspondence over email 2. read and grade all online assignments 3. answer questions in on-campus instruction and review sessions (2 hours/week) and individual meetings (when requested). The students will 1. maintain correspondence over email 2. complete all online assignments 3. attend all instruction and review sessions on campus (2 hours/week) 4. take quizzes, chapter tests, and final exam with the instructor.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   They are not different. Students in the hybrid course will be given the same types of weekly quizzes, biweekly chapter tests, and oral and final exams as students in the regular course (face-to-face modality).
Proposal Impact

GERM 101 German 1
**Course Revision Minor**
Gabriele Steiner

Courses

1. GERM 102 *Active*

Cross Listed Courses

Programs
Rationale for Course Action

Modifications are being made to meet the new graduation requirements.

Transfer and GE Status

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

MATH 80 - Plane Geometry 3 Unit(s)

Theorems of plane geometry, proofs and the nature of a mathematical proof, numerical solution of geometric problems, and constructions using compass and straight edge.

Course is not repeatable Field trips are not required.

Not Transferable.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Fundamental Concepts
   1. Inductive and deductive reasoning
   2. Some undefined terms and basic definitions
   3. Angles
   4. Basic geometric constructions
   5. Introduction to proof and indirect proof
   6. Theorems involving supplementary, complementary, and vertical angles

B. Congruent triangles and basic theorems
   1. Congruent triangles
   2. Proving corresponding parts of congruent triangles equal
   3. Theorems involving isosceles triangles
   4. Other ways to prove right triangles congruent

C. Parallels and parallelograms
   1. Parallel lines
   2. The sum of the angles in a triangle
   3. Sums of angles of polygons
   4. Parallelograms
   5. Rectangles and rhombuses
6. Trapezoids
D. Areas and related topics
   1. Areas of polygons
   2. Areas of circles
   3. The Pythagorean theorem
   4. Some special right triangles
   5. Surface area and volume
E. Ratio, proportion, and similarity
   1. Ratio and proportion
   2. Similar triangles
F. Circles and more on similarity
   1. Circles
   2. Theorems involving chords, tangents, and secants
G. Regular polygons and circles
   1. Circles circumscribed about and inscribed within regular polygons
   2. Areas of regular polygons
H. Mathematical logic
   1. Valid reasoning
   2. The converse, inverse, and the contrapositive
I. An introduction to analytic geometry
   1. The Cartesian coordinate system
   2. The straight line
   3. Proving geometric theorems
J. Transformation geometry
   1. Isometries and congruence
   2. Similitudes and similarity
   3. Problem solving using transformations
K. Right Triangle Trigonometry
   1. The Sine, Cosine, and Tangent ratios
   2. Other trigonometric ratios
   3. Basic identities
   4. Law of Cosines and Law of Sines
   5. Solving triangles
   6. Applications

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**

1. **PREQUISITE(S):**
   - MATH 70: Elementary Algebra or
   - MATH 71: Elementary Algebra 1 and
   - MATH 72: Elementary Algebra 2

**3. HOURS OF INSTRUCTION PER TERM**

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Lectures which develop theoretical material
2. Demonstrations of mathematical techniques, applications and problem-solving strategies by both instructor and students
3. Applications of material to specific problems
4. Homework assignments and/or in-class exercises require students to analyze a given problem, select an appropriate procedure to solve the problem, apply the procedure, and evaluate the adequacy of both the result of the procedure and the procedure itself.

5. TYPICAL ASSIGNMENTS

**Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

Homework assignments should be assigned on a daily or weekly basis. Exercises from the textbook can be used for these assignments, to be supplemented as desired. Each hour of class time should produce almost 2 hours of homework.

Several exams should occur during the semester, apportioned as appropriate. Each exam should require several hours of preparation from the student.

A comprehensive final exam should be held during the scheduled time. This exam should require several hours of preparation from the student.

**Quality:** Assignments require the appropriate level of critical thinking.

Homework is expected to help foster a student's understanding of the material, and give them an understanding of the level of performance that will be expected of them. The textbook itself has many fine examples of such problems.

Quizzes and exams should challenge a student to perform at a high level. Free-response questions are expected to be the norm, such as the following:

1) An observer in a lighthouse is 70 feet above sea level. She spots a whale and measures the angle of depression to the whale to be 16.2°. What is the horizontal distance to the whale, to the nearest foot?

2) A pile of highly reactive Cesium metal dust is in the shape of a right circular cone. The diameter of the base of the cone is 18 centimeters and the height of the cone is 15 centimeters. What is the surface area of this cone, to the nearest thousandth of a square centimeter? (Hint: You need to find the slant height first!)

3) Construct a regular octagon within a provided circle using only a compass and straightedge.
4) Use the two-column proof method to prove that the acute angles of a right triangle are complementary.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   solve both applied and theoretical problems involving geometry and right triangle trigonometry, and demonstrate understanding of basic logic and the concept of mathematical proof.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:
   1. compare deductive and inductive reasoning processes.
      A. FORMATIVE ASSESSMENT:
         ● Assigned Homework
         ● Quizzes
         ● Exams
      B. SUMMATIVE ASSESSMENT:
         ● Final examination
   2. categorize given statements as definitions, axioms, or theorems.
      A. FORMATIVE ASSESSMENT:
         ● Assigned Homework
         ● Quizzes
         ● Exams
      B. SUMMATIVE ASSESSMENT:
         ● Final examination
   3. perform geometric constructions using straightedge and compass.
      A. FORMATIVE ASSESSMENT:
         ● Assigned Homework
         ● Quizzes
         ● Exams
      B. SUMMATIVE ASSESSMENT:
         ● Final examination
   4. prove theorems using direct and indirect reasoning about:
1. congruent triangles.
2. similar triangles.
3. parallel lines.
4. other polygons.
5. right triangles.
6. circles, tangents, chords, and secants.
7. ratio and proportion.
8. inequalities.

A. FORMATIVE ASSESSMENT:
   • Assigned Homework
   • Quizzes
   • Exams

B. SUMMATIVE ASSESSMENT:
   • Final examination

5. conclude whether given arguments constitute proofs.

A. FORMATIVE ASSESSMENT:
   • Assigned Homework
   • Quizzes
   • Exams

B. SUMMATIVE ASSESSMENT:
   • Final examination

6. solve problems involving two or more of the following:
   1. similar triangles.
   2. length, area, and volume of polygons and circles.
   3. right triangle relationships.
   4. special right triangles.

5. parallel lines

A. FORMATIVE ASSESSMENT:
   • Assigned Homework
   • Quizzes
   • Exams

B. SUMMATIVE ASSESSMENT:
   • Final examination

7. use geometric formulas in both practical and theoretical problems.

A. FORMATIVE ASSESSMENT:
   • Assigned Homework
   • Quizzes
B. SUMMATIVE ASSESSMENT:
- Final examination

8. solve triangles using basic trigonometric ratios, the Law of Sines, and the Law of Cosines.

A. FORMATIVE ASSESSMENT:
- Assigned Homework
- Quizzes
- Exams

B. SUMMATIVE ASSESSMENT:
- Final examination

9. solve application problems involving the use of trigonometry.

A. FORMATIVE ASSESSMENT:
- Assigned Homework
- Quizzes
- Exams

B. SUMMATIVE ASSESSMENT:
- Final examination

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Assigned Homework
2. Quizzes
3. Exams

B. SUMMATIVE ASSESSMENT:
1. Final examination
Proposal Impact

MATH 80 Plane Geometry
**Course Revision Major**
Michael Adams

Courses

1. MATH 122 *Active*

Cross Listed Courses

Programs
MATH 88 - Algebra with Applications

Action Type: New Course

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
State Classification: A

Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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Material Fees

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<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories

Prerequisite: MATH 70 or MATH 71 and MATH 72
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

MATH 88 - Algebra with Applications 3 Unit(s)

Designed as an alternative to Math 90 for students pursuing an AA or AS degree and not intending to transfer. Topics include linear equations, linear inequalities, and applications; quadratic equations and applications; exponential equations and applications; solving systems of linear equations and applications; probability.

Course is not repeatable Field trips are not required.

Not Transferable.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Linear Equations and Linear Inequalities
      1. Graphing lines
      2. Writing equations of lines
      3. Linear modeling in applications
      4. Linear programming
   B. Quadratic Equations
      1. Completing the square
      2. Quadratic formula
      3. Applications
         a. Number problems
         b. Geometry problems
         c. Minimum and maximum problems
      4. Equations of circles and parabolas
5. Graphing circles and parabolas

C. Exponential Functions
1. Graph exponential functions
2. Solve exponential equations
3. Applications
   a. Compound interest problems
   b. Exponential decay problems
   c. Law of exponential growth problems
   d. Financial analysis problems

D. 3 x 3 Systems of Linear Equations
1. Substitution
2. Elimination by addition
3. Applications

E. Probability
1. Simple probability calculations

B. RECOMMENDED
A. Probability
1. Expected value
2. Counting techniques

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   • MATH 70: Elementary Algebra or
   • MATH 71: Elementary Algebra 1 and
   • MATH 72: Elementary Algebra 2

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture
2. Discussion
3. Demonstration of mathematical techniques
4. Guided practice
5. Homework assignments

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

- Daily homework assignments requiring approximately two hours per class hour
- Daily review of class notes
- Ongoing review of flashcards or study sheet
- Preparation for examinations, several times during the term
- Preparation for final examination

Quality: Assignments require the appropriate level of critical thinking.

Joe received $25,500 from an inheritance. He wishes to use the money in five years for the down payment on a house. If he deposits the money in a savings account paying 5% compounded quarterly, then

1. how much will his investment be worth in five years?

2. what will be the maximum purchase price of the house Joe can afford if the down payment will be 10% of the purchase price (ignore other costs associated with the purchase)?

A farmer has 120 rods of fencing and wants to enclose a rectangular plot of land that requires fencing on only three sides because it is bounded on one side by a river.

1. Find the length and the width of the plot that will maximize the area

2. Find the maximum area.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

perform a wide variety of algebraic skills with applications. In addition to solving various types of equations and systems of equations, the student will be able to model these situations in the real world. Also, the student will be able to apply concepts of probability to the real world.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. Demonstrate continuing mastery of all prerequisite skills
   A. FORMATIVE ASSESSMENT:
      • Midterm exams (excluding the following formats: multiple choice, open book, take home)
      • Quizzes
      • Homework assignments
   B. SUMMATIVE ASSESSMENT:
      • Comprehensive 2 to 3 hour Final Exam (excluding the following formats:
        multiple choice, open book, take home)

2. Graph linear equations and inequalities in two variables
   A. FORMATIVE ASSESSMENT:
      • Midterm exams (excluding the following formats: multiple choice, open book, take home)
      • Quizzes
      • Homework assignments
   B. SUMMATIVE ASSESSMENT:
      • Comprehensive 2 to 3 hour Final Exam (excluding the following formats:
        multiple choice, open book, take home)

3. Write the equation of a line describing the relationship between two variables
   A. FORMATIVE ASSESSMENT:
      • Midterm exams (excluding the following formats: multiple choice, open book, take home)
      • Quizzes
      • Homework assignments
   B. SUMMATIVE ASSESSMENT:
      • Comprehensive 2 to 3 hour Final Exam (excluding the following formats:
        multiple choice, open book, take home)

4. Solve quadratic equations by completing the square and the quadratic formula
   A. FORMATIVE ASSESSMENT:
      • Midterm exams (excluding the following formats: multiple choice, open book, take home)
      • Quizzes
      • Homework assignments
   B. SUMMATIVE ASSESSMENT:
      • Comprehensive 2 to 3 hour Final Exam (excluding the following formats:
        multiple choice, open book, take home)

5. Solve applications of quadratic equations in the setting of number problems, geometry problems, and minimum and maximum problems
A. FORMATIVE ASSESSMENT:
- Midterm exams (excluding the following formats: multiple choice, open book, take home)
- Quizzes
- Homework assignments

B. SUMMATIVE ASSESSMENT:
- Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

6. Write the equation of circles and parabolas

   A. FORMATIVE ASSESSMENT:
   - Midterm exams (excluding the following formats: multiple choice, open book, take home)
   - Quizzes
   - Homework assignments

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

7. Graph circles and parabolas

   A. FORMATIVE ASSESSMENT:
   - Midterm exams (excluding the following formats: multiple choice, open book, take home)
   - Quizzes
   - Homework assignments

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

8. Graph exponential functions

   A. FORMATIVE ASSESSMENT:
   - Midterm exams (excluding the following formats: multiple choice, open book, take home)
   - Quizzes
   - Homework assignments

   B. SUMMATIVE ASSESSMENT:
   - Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

9. Solve exponential equations

   A. FORMATIVE ASSESSMENT:
• Midterm exams (excluding the following formats: multiple choice, open book, take home)
• Quizzes
• Homework assignments

B. SUMMATIVE ASSESSMENT:
• Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

10. Solve problems with applications using exponential functions including compound interest, exponential decay, law of exponential growth, and financial analysis

A. FORMATIVE ASSESSMENT:
• Midterm exams (excluding the following formats: multiple choice, open book, take home)
• Quizzes
• Homework assignments

B. SUMMATIVE ASSESSMENT:
• Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

11. Solve 3 x 3 systems of linear equations by substitution, elimination by addition, and applications

A. FORMATIVE ASSESSMENT:
• Midterm exams (excluding the following formats: multiple choice, open book, take home)
• Quizzes
• Homework assignments

B. SUMMATIVE ASSESSMENT:
• Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

12. Compute simple probabilities

A. FORMATIVE ASSESSMENT:
• Midterm exams (excluding the following formats: multiple choice, open book, take home)
• Quizzes
• Homework assignments

B. SUMMATIVE ASSESSMENT:
• Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
   1. Midterm exams (excluding the following formats: multiple choice, open book, take home)
   2. Quizzes
   3. Homework assignments
   4. Participation

B. SUMMATIVE ASSESSMENT:
   1. Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home)
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Hardev Dhillon
DATE SUBMITTED: 

COURSE PREFIX AND NUMBER: MATH 88
COURSE TITLE: Algebra with Applications
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Lectures will take place in a combination of face-to-face and online modalities. Some will be presented in person while others will be covered online. Discussion and clarification will take place face-to-face, with guided practice online. Approximately 50% of the course will be completed face-to-face and approximately 50% of the course will be completed online.

TYPE OF TEACHING MODALITIES

<table>
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<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
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<tbody>
<tr>
<td>E-mail</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Reading Online Materials</td>
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<tr>
<td>Viewing Text-based Materials</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

There is contact face-to-face with the students to insure appropriate instructor/student contact. In addition, there is online contact using e-mail and software packages which insures appropriate instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

No, the methods of evaluation are not different from those listed on the approved course outline.
Proposal Impact

MATH 88 Algebra with Applications
**New Course**
Hardev Dhillon

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

Course Data Elements

Instructor Load
Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

The following information is what will appear in the MJC 2008-2009 Catalog.

MATH 810XABC - Mathematical Skill Modules 0.5 - 3 Unit(s)

Non-credit class designed to improve mathematical skills using computerized modules.

Course is repeatable - unlimited completions allowed Field trips are not required.

Not Transferable.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

Note - all lab hours - see Lab Content section

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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<table>
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Curriculum Committee Agenda 263 October 21, 2008
4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Initial orientation meeting
2. Students navigate learning paths based on their level of readiness
3. Periodic meetings to evaluate student's progress

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
Each module within each category takes approximately 8 - 10 hours to complete.
Quality: Assignments require the appropriate level of critical thinking.
These modules are designed to help students learn to think critically so that they can succeed in for-credit classes.

6. TEXTS AND OTHER READINGS
A. All work is done in the ALEKS computerized mathematics learning system.
   ALEKS includes readings, video clips, and mathematical examples.

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
achieve greater success in the for-credit math course(s) needed to meet career and/or academic goals.
B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Continuous computerized assessment after student completes each problem.

B. SUMMATIVE ASSESSMENT:

1. Student will be required to master at least 70% of each module assigned.
METHODOLOGY

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Initial orientation and follow-up progress check meetings are done face-to-face. The remaining part of the course is done on-line only.

TYPE OF TEACHING MODALITIES

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<td>Reading Online Materials</td>
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<td>Telephone Contact</td>
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<td>E-mail</td>
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<td>Individual Meetings</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   The student will be presented with an overview of ALEKS, will log in to ALEKS, work through a tutorial on how to use the system and how to enter answers into the computer during the orientation. Based on assessment by the computer, student will be enrolled into the appropriate starting place. Students progress will be monitored periodically.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   There is no corresponding approved course outline.
Proposal Impact

MATH 810 Mathematical Skill Modules
**New Course**
Sarah Curl

Courses

Cross Listed Courses

Programs
Curriculum Committee Agenda

October 21, 2008

Modesto Junior College

OFADM 232 Course Data Summary Report

OFADM 232 - Advanced Word Processing and Desktop
Action Type: Course Revision Major
Effective:
Primary Author: Kevin Alavezos
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 0701.00  SAM Code: C  State Classification: I
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Enrollment Restrictions & Advisories
Advisory: OFADM 232
Modesto Junior College

OFADM 232 Course Outline

OFADM 232 - Advanced Word Processing and Desktop 3 Unit(s)

Application of advanced word processing techniques and procedures including those features relating to desktop publishing. For students who are already knowledgeable in word processing software.

Course is not repeatable Field trips are not required.

Transfer to CSU only.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Reinforcement in use of word processing software

B. Formatting of business and desktop publishing documents

C. Advanced features of word processing software
   1. Graphics
   2. Headers/Footers
   3. Columns
   4. Sorts and selects
   5. Macros
   6. Mail merge
   7. Tables
   8. Styles

D. Production Reports to measure output and efficiency

E. Independent readings on word processing desktop publishing

F. Terminology related to typography
G. Scanner and scanned file extensions
H. Page layout and design principles

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Material presented through class lecture and hands-on lecture/laboratory demonstrations
2. Additional study will be required from word processing manuals
3. Additional study will be required from word processing/computer magazines
4. Students demonstrate formatting mastery and software mastery through completion of laboratory assignments.
5. Instruction in course will require demonstration of advanced word processing techniques in the preparation of business documents and desktop publishing documents. Written analysis and documentation of timesaving features will be used in presentations of class projects. Problem-solving techniques will be employed to make modification to laboratory assignments.

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.

A. Redesign a newsletter to include the following specifications:
   • Create a nameplate, subtitle, and folio.
   • Create the body of the newsletter using an asymmetrical column layout.
   • Include the following:
     • Header and footer
     • Table of contents
     • Sidebar
     • Pull quote
     • Graphic with caption
     • Spot color (or varying shades of gray)
     • Use a kicker, end sighs, jump line, clip art, or a text box placeholder for
a photo for visual effect or copyfitting.
• Use tracking (character spacing), leading (line spacing), paragraph spacing before and after, text boxes and so forth to set teh body copy attractively on the page.

B. Read an article on desktop publishing and provide a one-page written analysis.
C. A typical true/false quiz or exam question:
   1. A pull quote acts as a focal point, helps bread up lengthy blocks of text, and provides visual contrast.
D. A typical multiple choice quiz or exam question:
   1. When you are creating margins and using mirror margins in a newsletter, where should you place page numbers?
      a. inside edges
      b. outside edges
      c. gutter
      d. It doesn't matter

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Two magazine article summaries per term
B. One PowerPoint presentation per term
C. Preparation for weekly laboratory assignments
D. Preparation for written exams
E. Preparation for computer exams

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   utilize Word's advanced features and apply basic design concepts necessary to create professional-looking documents.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:
   1. List and describe how advanced formatting features of word processing software are used.
      A. FORMATIVE ASSESSMENT:
         • Weekly quizzes

      B. SUMMATIVE ASSESSMENT:
         • Written examinations including essays
         • Timed computer examinations.

   2. Identify and explain timesaving features of word processing software.
A. FORMATIVE ASSESSMENT:
• Weekly quizzes

B. SUMMATIVE ASSESSMENT:
• Magazine article summaries
• Written examinations including essays
• Timed computer examinations.

3. Identify correct business format for documents

A. FORMATIVE ASSESSMENT:
• Weekly quizzes

B. SUMMATIVE ASSESSMENT:
• Written examinations including essays
• Timed computer examinations.

4. List and describe the steps to create advanced mail merge, macros, tables, and styles.

A. FORMATIVE ASSESSMENT:
• Weekly quizzes

B. SUMMATIVE ASSESSMENT:
• Written examinations including essays
• Timed computer examinations.

5. Describe features of software relating to desktop publishing.

A. FORMATIVE ASSESSMENT:
• Magazine article summaries

B. SUMMATIVE ASSESSMENT:
• Written examinations including essays

6. Select and evaluate appropriate reading dealing with subject matter from current trade magazines.

A. FORMATIVE ASSESSMENT:
• Magazine article summaries

B. SUMMATIVE ASSESSMENT:
• Magazine article summaries
• Written examinations including essays

7. Define typography terminology presented in the course.

A. FORMATIVE ASSESSMENT:
• Magazine article summaries
B. SUMMATIVE ASSESSMENT:
• Magazine article summaries
• Written examinations including essays

8. Describe several types of design elements used in desktop publishing.

A. FORMATIVE ASSESSMENT:
• Magazine article summaries

B. SUMMATIVE ASSESSMENT:
• Magazine article summaries
• Written examinations including essays

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Laboratory assignments
2. Magazine article summaries
3. Weekly quizzes

B. SUMMATIVE ASSESSMENT:
1. Class presentation
2. Magazine article summaries
3. Laboratory assignments
4. Written examinations including essays
5. Timed computer examinations.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Kevin Alavezos
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: OFADM 232
COURSE TITLE: Advanced Word Processing and Desktop
EFFECTIVE DATE:

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
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<td>Reading Online Materials</td>
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<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Instructor/student communication will be conducted through WebCT e-mail or phone contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   No.
Proposal Impact

OFADM 232 Advanced Word Processing and Desktop
**Course Revision Major**
Kevin Alavezos

Courses

1. OFADM 232 *Launched*

Cross Listed Courses

Programs

1. Clerical A.S. Degree *New Program*
2. Office Administration A.S. Degree *New Program*
3. Word Processing Certificate of Achievement *New Program*
Rationale for Course Action
updating to keep in compliance

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: Occupational

Instructor Load

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Material Fees

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<th>Item Name</th>
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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

The following information is what will appear in the MJC 2008-2009 Catalog.

**PE 121 - Coaching Effectiveness**

Role of coach in athletics, ethics, leadership and management principles, psycho-social aspects of athlete behavior management, motor learning, physiological systems and physical training theory.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Ethics in sport
B. Organizational skills in administering a sport program

1. chain of command
2. leadership / management styles
3. interscholastic sport models
4. intercollegiate sport models

C. Development of risk management and emergency plan

1. assessing risk
2. limiting risk

D. Survey of sport psychology and athlete behavior management

1. communication skills and feedback
2. motivational tactics
3. goal setting
4. emotional / arousal control

E. Survey of motor learning and sport skill / tactics development

1. learning stages
2. learning styles
3. open and closed environments
4. simple and complex skills
5. part vs whole learning
6. examine the of physiological system
7. muscular-skeletal system
8. energy systems
9. individual differences
10. examine principles of physical training
11. overload, reversibility
12. specificity, variety
13. bio-motor elements
14. strength
15. endurance
16. speed
17. flexibility
18. coordination
19. periodization of training methods
20. volume
21. duration
22. intensity
23. frequency

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:

1. Lecture of text and related materials
2. Demonstrations and/or descriptive projects regarding coaching philosophy
3. Audio-visual material to supplement text and other readings
4. Selected readings
5. Class discussion about text and readings

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Weekly readings
2. Weekly homework assignments
3. Semester research project
4. Weekly online research on related topics

Quality: Assignments require the appropriate level of critical thinking.

1. Students will develop and present a research project.
2. Students will evaluate and summarize selected readings.
3. Students will develop and justify a personal coaching philosophy.
4. Exam question: Examine different coaching styles and compare and contrast to motivating students for success.
5. In class group presentation: effective and ineffective coaching leadership styles

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Develop and apply his or her own coaching, leadership, training, and management philosophy.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. analyze and compare coaching behavior and ethics
   A. FORMATIVE ASSESSMENT:
   • Written examinations of training and coaching management principles
   • In class participation during group work and discussion.

2. identify and organize essential concepts regarding anatomy and physiology as it relates to athletics
   A. FORMATIVE ASSESSMENT:
   • Written examinations of training and coaching management principles

B. SUMMATIVE ASSESSMENT:
• Written exams
• In class participation during group work and discussion

3. design teaching modalities regarding training theory and skill acquisition

   A. FORMATIVE ASSESSMENT:
   • Written examinations of training and coaching management principles

   B. SUMMATIVE ASSESSMENT:
   • Written exams

4. synthesize essential concepts regarding sport psychology

   A. FORMATIVE ASSESSMENT:
   • In class participation during group work and discussion.

   B. SUMMATIVE ASSESSMENT:
   • Written exams
   • In class participation during group work and discussion

5. compile and evaluate necessary concepts regarding sport program organization and team management

   A. FORMATIVE ASSESSMENT:
   • In class participation during group work and discussion.

   B. SUMMATIVE ASSESSMENT:
   • Written exams
   • In class participation during group work and discussion

6. develop a personal philosophy in regard to coaching

   A. FORMATIVE ASSESSMENT:
   • Written examinations of training and coaching management principles
   • In class participation during group work and discussion.

   B. SUMMATIVE ASSESSMENT:
   • Research project
   • Written exams
   • In class participation during group work and discussion

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Written examinations of training and coaching management principles
   2. In class participation during group work and discussion.
   3. Oral presentations in class
   4. Quizzes for each chapter and weekly lectures or notes
   5. Journals submitted weekly

B. SUMMATIVE ASSESSMENT:
1. Research project
2. Written exams
3. In class participation during group work and discussion
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Sam Young
DATE SUBMITTED: 
COURSE PREFIX AND NUMBER: PE 121
COURSE TITLE: Coaching Effectiveness
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

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<td>Written Assignments</td>
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<td>Quizzes, Self-test and Exams</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   WebCT e-mail; discussions, district e-mail

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   The evaluation methods are exactly the same except assessment is through online modalities.
Proposal Impact

PE 121 Coaching Effectiveness
**Course Revision Major**
Sam Young

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
PEC 135 - Springboard Diving
Action Type: New Course
1 Unit
Effective:
Primary Author: Jeremy Blaney
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification:
Open Entry/Open Exit: No Work Experience: Occupational

Instructor Load

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Material Fees

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<th>Cost</th>
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</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

PEC 135 - Springboard Diving 1 Unit(s)

Springboard diving course for students of all ability levels. Workouts will include stretching, strength development, flexibility and coordination exercises, techniques of the approach, hurdle, press, takeoff, flight and entry. Mid-air maneuvers will be identified and practiced on one meter and three meter diving boards as skill levels increase. Basic water safety and related safety issues will be included.

Course is repeatable - four completions allowed Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
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<th>Units</th>
<th>Hours</th>
<th>Load</th>
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<tr>
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</tbody>
</table>
4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. lecture
   2. demonstration of skills
   3. discussion
   4. skills rehearsal

5. TYPICAL ASSIGNMENTS
   Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   'Lab only - no outside-of-class hours required.'
   Quality: Assignments require the appropriate level of critical thinking.
   1. Create a legal NCAA dive list for both 6 and 11 dive competitions.

2. Complete diving forms with correct dive numbers, dive descriptions and degree of difficulty.

3. Fill in scores on a competition score sheet, compute scores and compile diving meet results.

6. TEXTS AND OTHER READINGS
   A. Class handouts prepared and issued by instructor.

III. DESIRED LEARNING
   A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   Demonstrate proper stretching, warm up and cool down techniques, basic understanding of the scoring procedures in the sport of diving, the five dive categories and dive positions, starting position for front and back take offs, including the approach, hurdle, press, flight, and entry. Demonstrate proper water safety and cite specific safety issues concerning the use of diving boards in a public setting.

   B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS
   A. FORMATIVE ASSESSMENT:
      1. Class participation and demonstration of skills taught in daily lesson plans.
      2. Instructor evaluation of skills

   B. SUMMATIVE ASSESSMENT:
1. Class participation and demonstration of basic skills.
2. Instructor evaluation of skills
3. Final exam
Proposal Impact

PEC 135 Springboard Diving
**New Course**
Jeremy Blaney

Courses

Cross Listed Courses

Programs
**Rationale for Course Action**

**Transfer and GE Status**
- **CSU Transfer**: Requested
- **UC Transfer**: Requested

**Course Data Elements**
- **Credit Type**: Requested
- **Credit Sub-Type**: Requested
- **TOP Code**: E
- **SAM Code**: E
- **State Classification**: A
- **Open Entry/Open Exit**: No
- **Work Experience**: No

**Instructor Load**

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**Material Fees**

<table>
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</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

PEVM 105 - Men's Varsity Basketball - Fall 3.33 Unit(s)

Instruction, training, and competition in intercollegiate basketball (Fall semester)

Course is repeatable - four completions allowed Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Theory of Basketball
      1. set plays
      2. patterned teamwork
      3. rules
      4. behavior
   B. Drill Work
      1. shooting
      2. passing
      3. catching
      4. rebounding
      5. footwork
   C. Team Concepts
      1. offenses
         a. 1/2 court man
         b. 1/2 court zone
         c. full court man
         d. full court zone
         e. sideline out of bounds
         f. baseline out of bounds
2. defenses
   a. 1/2 court man
   b. 1/2 court zone
   c. full court man
   d. full court zone
   e. sideline out of bounds

D. Conditioning
   1. endurance running
   2. sprinting
   3. strength
   4. flexibility
   5. coordination

E. Competition
   1. scrimmages
   2. tournaments
   3. non-league games
   4. league games
   5. playoffs

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
   Instructors of this course might conduct the course using the following methods:
   1. Demonstration/description of skills
   2. Participation within class by the student
   3. Group interaction within class among students and teacher
   4. Video review
   5. Scrimmage/game scenarios

5. TYPICAL ASSIGNMENTS
   Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   Lab only - no outside-of-class hours required
   Quality: Assignments require the appropriate level of critical thinking.
A. Evaluate game film to learn opponents strengths and weaknesses.
B. Develop individual strategies to defeat an opponent.
C. Analyze personal strengths and weaknesses.
   1. Complete drills to improve their areas of weakness
   2. Recognize and develop personal strengths as demonstrated in practice and
game performance.
D. Recognize opponents multiple offensive and defensive strategies through game
simulation in practice.

6. TEXTS AND OTHER READINGS
   A. No textbook required.

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared
to:
      perform the required basketball skills necessary to contribute to individual and team
success, while performing at the highest level possible, both physically and mentally.

   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall
course goal.

   REQUIRED LEARNING GOALS
      Upon satisfactory completion of this course, the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS
   A. FORMATIVE ASSESSMENT:
      1. Instructor evaluation of individual improvement
      2. Preseason testing
      3. basketball skill efficiency
      4. Instructor evaluation of mental training and preparation
      5. Instructor evaluation of individual execution in game situations

   B. SUMMATIVE ASSESSMENT:
      1. Instructor evaluation of individual improvement
      2. Post-season testing
      3. Instructor evaluation of team execution
      4. Instructor evaluation of individual execution in game situations
Proposal Impact

PEVM 105 Men's Varsity Basketball - Fall
**Course Revision Major**
Paul Brogan

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C2 Requested
IGETC Category: IGETC - 3B, 6A Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1105.00
SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Prerequisite: SPAN 102
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SPAN 103 - Spanish 3  

Continuation of Spanish 102. Includes Spanish grammar, conversation, reading and composition. Also includes reading and discussion in Spanish of selections from literary works of Spanish and Latin American writers.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Pronunciation
   B. Aural comprehension
   C. Reading and vocabulary study, including selections from Spanish and Latin American literature
   D. Major idiomatic expressions
   E. Important aspects of Spanish and Hispanic culture
   F. Grammatical structures:
      1. present and past subjunctive
      2. past participle
      3. present perfect indicative and present perfect subjunctive
      4. future
      5. conditional
      6. if clauses

B. RECOMMENDED
A. Movies in Spanish
B. Plays in Spanish
C. Poetry readings in Spanish
D. Attend off and on campus cultural events related to Spanish-speaking cultures

2. ENROLLMENT RESTRICTIONS

1. PREREQUISITE(S):
   • SPAN 102: Spanish 2

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th></th>
<th>Units</th>
<th>Hours</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>5.00</td>
<td>90.00</td>
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<tr>
<td>Lab</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. pronunciation drills and written exercises (classroom and computer lab).
2. oral drill of grammatical structures to be learned or reviewed (classroom and lab).
3. listening comprehension exercises and dictation
4. less-controlled oral communicative activities: e.g.: simulated conversations, role-play improvisations, response to questions, enacting student-written dialogues, directed class discussion.
5. reading Spanish texts appropriate to their vocabulary and knowledge of grammatical structure.
6. written exercises for study and review of grammatical structures and vocabulary.
7. less-controlled written communicative activities: e.g.: written response to reading questions, writing of original dialogues, expression of ideas or information in response to questions or other stimulus.
8. discussion (written or oral) in Spanish of aspects of Spanish and Hispanic culture and contrast with other cultures. Whenever possible, students' understanding of Spanish and Hispanic culture will be fostered through reading and discussions in the Spanish language. Very little, if any, explanation or discussion is done in English at this level.

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

Students will complete on a daily basis:
workbook/lab manual/ and textbook exercises such as:
written cloze exercises
create dialogues
simulate conversations
create original sentences using grammatical structures studied in class
On a biweekly basis:
chapter exams
oral presentations

Per term:
one written final exam
one oral final exam
one written final composition

Quality: Assignments require the appropriate level of critical thinking.

Hand out: Adverbial clauses with the following conjunctions: Tan pronto como, Hasta que, En cuanto, Después de que, Cuando Fill in the blank with the appropriate form of the verb in the present indicative or subjunctive mood.

Written composition: Escriba usted un cuento original que se narra desde un punto de vista desconocido en primera persona siguiendo como modelo el cuento de Agosín (“La silla”) o el de Tripodi (“Cuesta arriba”). Haga una descripción detallada en su narración. Utilice operaciones descriptivas y narrativas similares a las empleadas (usadas) por estos autores.

Oral presentation: Escoja un artículo de algún periódico en la Red (internet) que trate con algún tema actual del mundo hispano o latinoamericano. El artículo debe ser interesante e informativo. El tema es libre y puede escoger un artículo que trate con: un evento o persona famosa de algún país que hemos estudiado en Panorama Cultural, el turismo, la política, la cultura, la economía, temas polémicos (controversial), los deportes en Latinoamérica, etc. Debe escribir un resumen de los puntos claves del artículo que ha elegido y también debe incluir su opinión respeto al tema.

6. TEXTS AND OTHER READINGS

B. Blanco et. al.. Vistas Student Activity Manual. Vista Higher Learning

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Demonstrate competency in listening, speaking, and writing at the intermediate level as shown by written, oral, and aural exams. Read, discuss and research various topics relating to history, culture, and literature of the target language, as well as write compositions in response to questions about readings of literature.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. identify the meanings of Spanish words, phrases, and idioms encountered in course exercises (demonstrate recognition by appropriate use of lexical item or appropriate action response)

   A. FORMATIVE ASSESSMENT:
   - oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.
   - quizzes testing aural comprehension of spoken Spanish.

   B. SUMMATIVE ASSESSMENT:
   - Written final exam
   - Oral final presentation

2. name and use with correct spelling regular and irregular verbs in the past and present tense in the subjunctive mood

   A. FORMATIVE ASSESSMENT:
   - written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
   - proficiency demonstrated by students in written homework or class exercises.

   B. SUMMATIVE ASSESSMENT:
   - Written final exam
   - Oral final presentation
   - Written final composition

3. identify names of major landmarks and regions in Spanish-speaking nations, names of persons and events of historical or cultural importance.

   A. FORMATIVE ASSESSMENT:
   - proficiency demonstrated by students in written homework or class exercises.
   - essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

   B. SUMMATIVE ASSESSMENT:
   - Written final composition

4. identify spoken Spanish within the scope of their vocabulary and knowledge of grammatical structure. Students will comprehend brief lectures or remarks made by the instructor in Spanish regarding the readings and the comments in Spanish of other students in class discussions of the reading. (Demonstrate comprehension through appropriate action or response in Spanish.)

   A. FORMATIVE ASSESSMENT:
   - quizzes testing aural comprehension of spoken Spanish.

5. speak understandable Spanish making appropriate responses to questions or statements in class recitation, oral testing, simulated conversations or class discussion (in controlled situations within the scope of their vocabulary and knowledge of grammatical structure).
A. FORMATIVE ASSESSMENT:
• oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.
• proficiency demonstrated by students in written homework or class exercises.

B. SUMMATIVE ASSESSMENT:
• Oral final presentation

6. read Spanish texts (including literary works) within the scope of their vocabulary and knowledge of grammatical structure with comprehension. Students will be able to read with increased comprehension selections from Spanish and Latin American literature. (Demonstrate comprehension by appropriate response to questions in Spanish).

A. FORMATIVE ASSESSMENT:
• written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
• proficiency demonstrated by students in written homework or class exercises.
• essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

B. SUMMATIVE ASSESSMENT:
• Written final exam
• Written final composition

7. in class discussion, express generalizations and inferences about reading and justify or explain their ideas by appropriate reference to the text.

A. FORMATIVE ASSESSMENT:
• proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
• essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

B. SUMMATIVE ASSESSMENT:
• Oral final presentation
• Written final composition

8. write understandable Spanish within the scope of their vocabulary and knowledge of grammatical structure avoiding excessive errors in spelling or grammatical form. In response to questions about readings of literature, students will be able to draw and state inferences or other generalizations and defend them orally or in written Spanish by appropriate reference to the text.

A. FORMATIVE ASSESSMENT:
• written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
• proficiency demonstrated by students in written homework or class exercises.
• proficiency in communication as observed by the instructor in the course of
class recitation and other exercises.
• essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

B. SUMMATIVE ASSESSMENT:
• Written final exam
• Written final composition

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. oral quizzes and examinations of their command of grammatical structures, vocabulary, and pronunciation.
2. written quizzes and examinations of their command of grammatical structures, vocabulary, and spelling.
3. proficiency demonstrated by students in written homework or class exercises.
4. proficiency in communication as observed by the instructor in the course of class recitation and other exercises.
5. quizzes testing aural comprehension of spoken Spanish.
6. essay questions (written in Spanish or English) requiring expression of insight into Spanish language and Spanish and Hispanic culture.

B. SUMMATIVE ASSESSMENT:
1. Written final exam
2. Oral final presentation
3. Written final composition
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Laura Manzo
COURSE PREFIX AND NUMBER: SPAN 103
COURSE TITLE: Spanish 3

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Face-to-face: (30%) - Oral/aural exercises: 1. pronunciation drills 2. oral drills of grammatical structures 3. listening comprehension exercises and dictation 4. oral practice of memorized dialogues 5. less controlled oral communicative activities, such as simulated conversations, roleplay improvisation, response to questions, enacting student-written dialogues from chatroom/email interaction, directed class discussion 6. discussion of aspects of the cultures of the Spanish-speaking world and contrast with their own - Review sessions for exams - Exams (aural, oral and written) Online: (70%) - Students will: 1. study and review grammatical structures and vocabulary in electronic workbooks and lab manuals 2. write responses to reading questions and create original dialogues via chatroom or email 3. write short paragraphs practicing grammatical forms and vocabulary studied 4. read Spanish texts (simplified and authentic) appropriate to their knowledge of vocabulary and grammatical structures 5. record oral responses to exercises 6. view videos about the cultures of the Spanish-speaking world and complete written exercises associated with these videos.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>E-mail</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Other Assigned Readings</td>
</tr>
<tr>
<td></td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td></td>
<td>Listening to audio-only materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
<tr>
<td></td>
<td>Group Projects</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

The instructor will: 1. maintain correspondence over email 2. read/listen to and grade all online assignments 3. answer questions in on-campus instruction and review sessions (2 hours/week) and individual meetings (when requested). The student will 1. maintain correspondence over email 2. complete all online assignments 3. attend all instruction and review sessions on campus (2 hours/week) 4. take quizzes, chapter tests, and final exam with the instructor.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

They are not different. The same weekly quizzes, biweekly chapter tests, two oral exams, and the final exam will be given to hybrid course students as to students of the regular face-to-face modality.
Proposal Impact

SPAN 103 Spanish 3
**Course Revision Minor**
Laura Manzo

Courses

1. SPAN 104 *Active*

Cross Listed Courses

Programs

1. Spanish A.A. Degree Major *New Program*
DATE: October 6, 2008

TO: Curriculum Committee

FROM: Speech Communication Department

RE: Speech Communication Program – Curriculum Review

Dear Curriculum Committee Members:

We are pleased to present our programmatic review of our Speech Communication courses. While many of the courses required minimal revisions, we would like to share some of the major revisions/proposals which we are seeking approval.

- Voice and Articulation - Proposes title change from “Basic Voice and Articulation” for SPCOM 101 to align with course titles at other colleges and to avoid any confusion with Basic Skills.

- Interpersonal Communication – Proposes GE and IGETC areas for SPCOM 103. This course proposal includes major revisions to the content and goals, aligning with the LDTP course descriptor and containing a theory-based approach.

- Argumentation – Proposes DE modality (online) for SPCOM 104.

- Forensics – Proposes to revise the current SPCOM 105 course and create two new courses, SPCOM 115 and SPCOM 125. This configuration for the Forensics program would align with courses at CSU, Long Beach, Chico State, and other colleges.

- Group & Organizational Communication – Proposes title change from “Organizational Communication for SPCOM 106/SUPR 106 to increase success in articulation. This course proposal includes revisions to content and goals, aligning with the LDTP course descriptor.

- Intercultural Communication – Proposes DE modality (online) for SPCOM 130 and additional GE and IGETC areas.

We believe the course revisions align with our strategic goal of providing a variety of courses to students which facilitate their educational goals. We are competitive with neighboring San Joaquin Delta College, which lists fifteen Communication Studies courses in its 2008-2009 catalog. Another neighboring institution, Merced College, lists seven Communication Studies courses in its 2008-2009 catalog.
Our department has discussed other potential new courses in the future, such as Political Communication, Ethics in Communication, Advanced Debate, and Health Communication.

We respectfully submit our proposals for your review. Thank you for your time and consideration of the Speech Communication program and course proposals.
### List All Current Program Courses

<table>
<thead>
<tr>
<th>Example: Hist 125: History of Mexico</th>
<th>Articulation and Grad Requirements</th>
<th>Date Course Outline Last Updated m/d/yyyy</th>
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</thead>
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<td>SPCOM 101: Basic Voice and Articulation</td>
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<td>SPCOM 103: Interpersonal Communication</td>
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<td>SPCOM 106: Organizational Communication</td>
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<td>SPCOM 107: Introduction to Debate</td>
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<td>11/22/2005</td>
</tr>
<tr>
<td>SPCOM 109: Managerial Skills for Women</td>
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<td>3/29/2005</td>
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<td>SPCOM 110: Persuasion</td>
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<td>SPCOM 120: Oral Reading and Interpretation</td>
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<td>SPCOM 123: Storytelling</td>
<td></td>
<td>3/29/2005</td>
</tr>
<tr>
<td>SPCOM 130: Intercultural Communication</td>
<td></td>
<td>3/29/2005</td>
</tr>
</tbody>
</table>
PROGRAM OVERVIEW

1. Briefly describe the program. Include any sub-categories which operate within the program:

The purposes of the program are to prepare and/or improve a student's career path, lifelong learning, and transfer readiness. The program is designed to improve communication and critical thinking skills in a variety of contexts. The Speech Communication curriculum provides a greater breadth of courses than the majority of California community colleges. Courses that are unique to Northern California community colleges include Women in Management, Storytelling, Parliamentary Procedure, and Basic Voice and Articulation. Speech Communication courses serve numerous programs across campus, such as Nursing, Business, Theatre, Radio/TV, and Agriculture, and Child Development.

Forensics is a competitive program designed to enhance students' public speaking, performance, and critical thinking skills.

2. List the program’s expected Student Learning Outcomes across all courses.
II. Curriculum

Periodic Review

1. Which courses in your program have not been updated within the past five years? Provide a current list with dates for planned curriculum submittal. (Sources: Curriculum Committee Compliance List)
   - ☐ ALL Courses Are Compliant
   - ☒ List of Non-Compliant Courses
     - SPCOM 122, SPCOM 124
     - Update Plans: Fall 2008

2. Are there course prerequisites, co-requisites, advisories and/or limitations on enrollment which need to be updated? Identify those courses and discuss the plans for updating the requisites.
   - ☐ No
   - ☒ Yes
     - Prerequisites:
     - Co-requisites:
     - Advisories: SPCOM 124

   Limitations on Enrollment:

   - Update Plans: Advisories for SPCOM 124 (SPCOM 120 or SPCOM 122) will be reviewed in Fall 2008 for the SPCOM Curriculum Review

Currency of Catalog and Other College Publications

3. Are there courses in the catalog that have not been offered in the past five years? If yes, identify the courses, and discuss your plans regarding these courses.
   - ☒ No

   - ☐ Yes (Explain)

4. Are program degree and certificate requirements accurately displayed in program brochures, college catalog and/or college publications? If not, what corrective measures are planned? Attach copies of catalog description, brochures, or other college publications showing where errors exist.
   - ☐ Yes
   - ☒ No (Explain) 2008-2009 MJC Course Catalog - SPCOM 109 is listed correctly in
course descriptions; however, it is listed with previously named course title in program
description. SPCOM 199 is listed in the program requirements section but not in the course
descriptions section.

New Course Development

5. Are there plans for course expansion within the program? Specify what courses are in the
planning stages, date of projected approval and the rationale for each new course.

[ ] No

☑ Yes (Explain) All of the following potential course expansions are in the preliminary
stages. The FT Speech Communication faculty agreed that further discussion of any of the
courses listed below would be needed before a proposal would be submitted to MJC
Curriculum Committee for review and approval.

REACTIVATION
Advanced Debate (SPCOM 108)

NEW
Conflict Management and Negotiation
Digital Storytelling
Ethics in Communication
Health Communication
Political Communication

All of the proposed new courses reflect a growing need for these areas to be covered to
provide students with skills/knowledge that are expected in various occupations.

REVISIION/NEW

Would like to delete SPCOM 105 Forensics Workshop and create three (3) 2-unit courses:
Competitive Debate, Competitive Public Speaking, and Competitive Oral Interpretation.
The rationale for the three courses would be to help provide increased specialization for the
students in their desired area of specialization.

Pedagogy and Academic Integrity

6. What opportunities exist within the program for learning outside the classroom (field trips,
travel, etc.)

Some of our SPCOM courses that require oral presentations provide opportunites for
students to observe and critique outside speakers/storytellers in live performances. Speech
Night allows students to observe performances by the MJC Forensics Team. The MJC
Forensics Team offers students the opportunity to travel and compete against other
collegiate teams. This is the crux of the competitive speech team program.

7. Identify specific strategies employed to maintain the integrity of academic standards within
the discipline (content, grade, distribution, etc.). How is consistency maintained across
multiple section classes? Are the strategies successful? If not, what plans do you have to
address this concern?

Yes, specific strategies have been employed. On February 6, 2007, nine full-time speech
communication faculty members met and discussed the revision of SPCOM 100 course
outline of record. Typical assignments, student learning goals and course goal were reached at in a collaborative effort to submit course outline to Curriculum Committee. Consistency will be maintained through time limits, source citations, and organization. The revised course outline was approved effective Summer 2008, so we will not be able to gauge the success of this strategy until the revised course outline is implemented. The Speech department plans to meet and create a rubric to achieve common standards for evaluation of speeches.

Forensics - Attendance at coaching conferences on the state and national level. Students are critiqued by professionals in their field from outside of Modesto Junior College.

8. Explain how writing skills, quantitative reasoning, and critical thinking are reinforced in the program. Give examples of the specific strategies employed to reinforce these skills.

II SPCOM course outlines of record have been approved by the MJC Curriculum Committee and include evidence of critical thinking skills. Written assignments are required in most courses, and often hypothetical scenarios and examples are presented for discussion and analysis. Forensics - Through the above mentioned critiques and one-on-one instruction.

9. Have student learning objectives been incorporated in all program courses? If no, list courses with corresponding target dates for implementation of SLO.

Yes.

Distance Education

10. Identify primary modes of instruction by percent in the most recent academic year. Options include lecture, online, and telecourse. (i.e. lecture 60%, online 20%, Telecourse 20%)

Total Number of Sections (East + West + Off Campus + Distance Education): 1
% Lecture (traditional brick and mortar classes): 99.6
% Online: .04 (Fall 2006 stats)
% Telecourse: 0
% Other: 0

If your program does not offer Distance Education courses skip the rest of this section.

11. Describe distance education trends in your program over the past three years (use provided data). List courses added over the past three years.

The following comments are based on observations by one full-time faculty member who teaches the hybrid modality for SPCOM 100. In Fall 2006 semester hybrid SPCOM 100 course had a 38% drop rate. However, this statistic is not reflective of the normal trend. According to faculty, the average drop rate is 50%. The trends that have emerged from her classes are lower retention rates, higher drop rates. However, students who finish the term have higher successful completion rates and higher grades than face-to-face modality.

12. What methods does the program use to evaluate distance education offerings? Discuss the results of such evaluations.
Before SPCOM 100 and SPCOM 102 were offered on-line, the faculty originator showed the product to all FT faculty and received feedback on the content, structure, and design. Currently, hybrid on-line offerings are evaluated each semester through student feedback. The following is a link to the survey. http://virtual.yosemite.cc.ca.us/kgyuran/100eval.htm. A copy of the survey is also included. See Appendix C.

13. What impact do distance education classes have on regular class offerings within the program?
Our on-line classes have little impact on our program, as most communication courses require face-to-face interaction. In regards to courses that meet the oral communication requirement (SPCOM 100, 102 and 110), the CSU GE Breadth Pattern articulation agreement for the oral communication requirement stipulates that student presentations must be given before a faculty member and a live audience and may not be recorded or online. See Appendix D.

14. Based on the assessment above, do you anticipate an increase/decrease in distance education offerings over the next two years? Explain your answer.
The Speech Communication Department anticipates an increase in on-line offerings. Currently only two courses are approved for distance education modality. Future plans of the department are to offer SPCOM 104 and SPCOM 130 in on-line, hybrid, or both modalities.
Feedback and Recommendations for Improvement of Program Review

1. **Organization and Clarity of Program Review Template, Data, and Questions:**

2. **Data:**
   a. Was the data provided relevant to the Program Review Process? What would you add? Eliminate?

3. **Support:** What additional support would you require in the future to enable you to better complete Program Review?

4. **Timeline:** Was the time allotted (4-weeks) sufficient to complete Program Review? Explain.

5. **Usefulness and Expectations:** How useful was Program Review in helping you better understand the condition and needs of your program? Did you learn anything you did not already know? Were your expectations met?

6. **Additional Comments:**
# PROGRAM OF STUDY

## Speech Communication A.A. Degree Major

### A.A. Degree Major

Speech Communication

To earn an Associate in Arts Degree, the student must complete the MJC Associate Degree Requirements in addition to the following coursework. Student should consult with a Speech Communication advisor for selection of Elective Units.

<table>
<thead>
<tr>
<th>REQUIRED COURSES - Complete 6 units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCOM 102</td>
<td>Introduction to Human Communication</td>
</tr>
<tr>
<td>SPCOM 100</td>
<td>Fundamentals of Public Speaking</td>
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<tr>
<td>SPCOM 104</td>
<td>Argumentation</td>
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</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES - Complete 14 units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCOM 101</td>
<td>Voice &amp; Articulation</td>
</tr>
<tr>
<td>SPCOM 103</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>SPCOM 105</td>
<td>Forensics Debate</td>
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<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>SPCOM 115</td>
<td>Forensics Platform Speeches</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td>SPCOM 125</td>
<td>Forensics Interpretation Events</td>
</tr>
<tr>
<td>SPCOM 106</td>
<td>Group &amp; Organizational Communication</td>
</tr>
<tr>
<td>SPCOM 107</td>
<td>Introduction to Debate</td>
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<tr>
<td>SPCOM 109</td>
<td>Women in Management</td>
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<tr>
<td>SPCOM 110</td>
<td>Persuasion</td>
</tr>
<tr>
<td>SPCOM 120</td>
<td>Oral Reading / Interpretation</td>
</tr>
<tr>
<td>SPCOM 122</td>
<td>Introduction to Readers’ Theatre</td>
</tr>
<tr>
<td>SPCOM 123</td>
<td>Storytelling</td>
</tr>
<tr>
<td>SPCOM 124</td>
<td>Advanced Readers’ Theatre</td>
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<td>SPCOM 130</td>
<td>Intercultural Communication</td>
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<tr>
<td>SPCOM 145</td>
<td>Parliamentary Procedure</td>
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<tr>
<td>SPCOM 199A</td>
<td>Independent Study/ Special Problems</td>
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<td>SPCOM 199B</td>
<td>Independent Study/ Special Problems</td>
</tr>
<tr>
<td>SPCOM 199C</td>
<td>Independent Study/ Special Problems</td>
</tr>
</tbody>
</table>

**Total Units** 20

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Curriculum Committee Agenda 325 October 21, 2008
# PROGRAM OF STUDY

## Speech Communication A.A. Degree Major

To earn an Associate in Arts Degree, the student must complete the MJC Associate Degree Requirements in addition to the following coursework. Student should consult with a Speech advisor for selection of Elective Units.

### REQUIRED COURSES - Complete 6 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SPCOM 102</td>
<td>Introduction to Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>SPCOM 104</td>
<td>Argumentation</td>
<td>3</td>
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### ELECTIVE COURSES - Complete 14 units

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<tr>
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<tr>
<td>SPCOM 103</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCOM 105</td>
<td>Forensics Workshop</td>
<td>2</td>
</tr>
<tr>
<td>SPCOM 106</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>SPCOM 107</td>
<td>Introduction to Debate</td>
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<td>SPCOM 109</td>
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<td>SPCOM 199 [NP]</td>
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### Total Units

8 - 20

PID 58

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Curriculum Committee Agenda 326 October 21, 2008
To earn a Skills Recognition Award, the student must complete the following coursework. Each course must be completed with a grade of C or better.

**REQUIRED COURSES - Complete 12 units**

<table>
<thead>
<tr>
<th>Area</th>
<th>Course</th>
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<tr>
<td><strong>ORAL COMMUNICATION AREA - Complete 3 units</strong></td>
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<tr>
<td>SPCOM 100</td>
<td>Fundamentals of Public Speaking</td>
<td>3</td>
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<td>SPCOM 102</td>
<td>Introduction to Human Communication</td>
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<tr>
<td>SPCOM 110</td>
<td>Persuasion</td>
<td>3</td>
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<tr>
<td><strong>CRITICAL THINKING AREA- Complete 3 units</strong></td>
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<tr>
<td>SPCOM 104</td>
<td>Argumentation</td>
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<td>SPCOM 107</td>
<td>Introduction to Debate</td>
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<tr>
<td><strong>GROUP AND ORGANIZATIONAL COMMUNICATION AREA- Complete 3 units</strong></td>
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<tr>
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**Total Units** 12
To earn a Skills Recognition Award, the student must complete the following coursework. Each course must be completed with a grade of C or better.

**REQUIRED COURSES - Complete 12 units**

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<tr>
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**Total Units** 12
Modesto Junior College
SPCOM 100 Course Data Summary Report

SPCOM 100 - Fundamentals of Public Speaking
3 Units

Action Type: Course Revision Major
Effective:
Primary Author: Barbara Adams
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - A1 Requested
IGETC Category: IGETC - 1C Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1506.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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<th>Override Load</th>
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Material Fees

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
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</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 100 - Fundamentals of Public Speaking 3 Unit(s)

Developing individual effectiveness in various speech activities, emphasis on public speaking; instruction and practice in selection, organization and presentation of materials. Development of self-confidence and listening skills.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Introduction to the communication process, such as the transactional model
B. The basic steps in speech preparation
   1. Selecting and narrowing the subject
   2. Determining the purpose/thesis
   3. Analyzing the audience
   4. Analyzing the occasion
   5. Researching and evaluating supporting materials
   6. Organization
   7. Outlining
   8. Effective language usage
   9. Presentational aids
   10. Rehearsal

C. Rhetorical situation
   1. Audience analysis
      a. Demographics
      b. Audience values, attitudes, and beliefs
   2. Occasion
3. Physical/temporal setting
4. The speaker
5. The message
D. Principles of organization
   1. Outlining
   2. Organizational patterns/designs
   3. Effective introduction, thesis, body, and conclusion
E. Principles of delivery
   1. Effective use of voice and body
   2. Time management
   3. Effective use of presentational aids
   4. Additional modes of nonverbal communication
F. Basic development and support of ideas
   1. Factual information
   2. Value premises
   3. Opinion evidence
G. Aristotelian modes of proof
   1. Ethos
   2. Pathos
   3. Logos
H. Effective use of language
   1. Correctness
   2. Appropriateness
   3. Economy
I. Management of speech anxiety
J. Effective listening
   1. Speech evaluations
   2. Critical listening
K. Research skills
   1. Locating information
   2. Evaluating sources
   3. Appropriate citations

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
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<th></th>
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<td>Disc</td>
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</tr>
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</table>
4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Materials will be presented through lecture and discussion.
2. Students will complete reading and writing assignments.
3. Multimedia presentations will be shown which supplement the lectures and readings.
4. Demonstrations of model speeches
5. Visitation to forensic events and libraries

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Preparation and presentation of a minimum of four speeches per term, including an informative, persuasive, and two additional oral presentations which may include, but are not limited to, a special occasion speech, introduction speech, demonstration speech, or group presentation.
B. Daily reading of text materials, handouts, and/or Internet sources.
C. Participation in small groups, in-class exercises, which may require additional work outside of classroom to complete exercises.
D. Weekly research for topic selection and content of speeches.

Quality: Assignments require the appropriate level of critical thinking.

A. Demonstrate mastery of research, organizational, and delivery skills through oral and written presentations.
B. Prepare and present a minimum of a 5-minute informative speech, including an outline and a minimum of three source citations.
C. Prepare and present a minimum of a 6-minute persuasive speech, including an outline and a minimum of four source citations.
D. Prepare and present two other speeches, or at least a minimum of 5 minutes each.
E. Prepare and present properly formatted debates.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
speak and listen effectively in public settings and follow a structured speech preparation process, which includes selection, organization, and presentation of materials.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. Describe the communication processes.
   A. FORMATIVE ASSESSMENT:
      - Written unit examinations

   B. SUMMATIVE ASSESSMENT:
      - Examinations

   A. FORMATIVE ASSESSMENT:
      - Speaking and writing assignments
      - Outline assignments, emphasizing organizational skills

   B. SUMMATIVE ASSESSMENT:
      - Oral presentations

3. Identify basic principles of audience analysis/adaptation.
   A. FORMATIVE ASSESSMENT:
      - Critical analysis of peers' speeches and/or additional speeches

   B. SUMMATIVE ASSESSMENT:
      - Examinations
      - Oral presentations

4. Identify the fundamentals theory/practice of persuasion.
   A. FORMATIVE ASSESSMENT:
      - Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
      - Oral presentations

5. Identify and apply effective listening dynamics.
   A. FORMATIVE ASSESSMENT:
      - Critical analysis of peers' speeches and/or additional speeches

6. Use the library and other modalities for effective research.
   A. FORMATIVE ASSESSMENT:
      - Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
      - Oral presentations
7. Synthesize ideas into logical arguments.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments
   - Outline assignments, emphasizing organizational skills
   B. SUMMATIVE ASSESSMENT:
   - Oral presentations

8. Design and utilize effective presentational aids.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments
   B. SUMMATIVE ASSESSMENT:
   - Oral presentations

9. Present ideas in a public setting.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments
   B. SUMMATIVE ASSESSMENT:
   - Oral presentations

10. Formulate a clear, appropriate thesis/purpose statement.
    A. FORMATIVE ASSESSMENT:
    - Outline assignments, emphasizing organizational skills
    B. SUMMATIVE ASSESSMENT:
    - Examinations
    - Oral presentations

11. Analyze and evaluate the speeches of others.
    A. FORMATIVE ASSESSMENT:
    - Critical analysis of peers' speeches and/or additional speeches

12. Prepare and present at least four public speaking assignments, including at least one informative and one persuasive speech.
    A. FORMATIVE ASSESSMENT:
    - Speaking and writing assignments
    - Outline assignments, emphasizing organizational skills
    B. SUMMATIVE ASSESSMENT:
    - Oral presentations

13. Demonstrate proper source citation in written and oral communication.
A. FORMATIVE ASSESSMENT:
- Speaking and writing assignments
- Outline assignments, emphasizing organizational skills

B. SUMMATIVE ASSESSMENT:
- Examinations
- Oral presentations

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Written unit examinations
2. Speaking and writing assignments
3. Outline assignments, emphasizing organizational skills
4. Critical analysis of peers' speeches and/or additional speeches

B. SUMMATIVE ASSESSMENT:
1. Examinations
2. Oral presentations
METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

All speeches are performed in a face-to-face, faculty-supervised, live audience format. Students learn the course material online. This includes how to design, research, and prepare for various public presentations. Students are encouraged to contact the course instructor via email, telephone, or make arrangements to see the instructor face-to-face when they need assistance. Approximately 50% of the course is completed in a face-to-face format and approximately 50% is completed online.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
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<tr>
<td>On Campus Orientation Sessions</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>Group Meetings/Review Sessions</td>
<td>Written Assignments</td>
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<tr>
<td>Telephone Contact</td>
<td>Reading Online Materials</td>
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<td>E-mail</td>
<td>Other Assigned Readings</td>
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<tr>
<td>Asynchronous Discussion</td>
<td>Viewing video/audio Materials</td>
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<tr>
<td>Individual Meetings</td>
<td>Quizzes, Self-test and Exams</td>
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<tr>
<td>Viewing Text-based Materials</td>
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</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Face-to-face meetings, telephone, e-mail, and asynchronous discussion are methods used to ensure appropriate instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   Methods of evaluation are the same as the course outline. The only potential difference in evaluation is the utilization of technology for online testing.
Proposal Impact

SPCOM 100 Fundamentals of Public Speaking
**Course Revision Major**
Barbara Adams

Courses

1. SPCOM 105 *Active*

Cross Listed Courses

Programs

1. Agriculture: Sales, Service A.S. Degree *New Program*
2. Agriculture: Sales, Service Technician Certificate of Achievement *New Program*
3. Associate Degree Nursing Program Curriculum (for RN) A.S. Degree *New Program*
4. Associate Degree Nursing Program Curriculum (for RN) A.S. Degree *New Program*
5. Medical Assisting Certificate of Achievement *New Program*
6. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
7. Professional Selling Certificate of Achievement *New Program*
8. Retail Management (WAFC) Certificate of Achievement *New Program*
9. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
10. Speech Communication A.A. Degree Major *New Program*
11. Speech Communication null *New Program*
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1506.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Program: Speech Communication Award: A.A. Degree Major
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 101 - Voice & Articulation 3 Unit(s)

Training program in basic voice and articulation. Emphasis on critical listening, self-analysis and self-improvement in tone production and control, voice quality, articulation and pronunciation. Introduction to the International Phonetic Alphabet. Also offered as RATV 101 or THETR 101. This is not a class for persons with a major speech or language delay or disorder.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Psychology and physiology of voice development
   B. Breath control and relaxation
   C. Speaker warm-ups
   D. Articulation - vowels, consonants and diphthongs
   E. Integration of vocal skills
   F. International Phonetic Alphabet
   G. Linguistics

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM
4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
   1. Lecture, demonstration and discussion
   2. Films and videos
   3. Exercises and oral drills

5. TYPICAL ASSIGNMENTS
   Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   1. Textbook readings and additionally assigned readings
   2. In-Class preparation exercises to rehearse for later evaluated performances
   3. Performance portfolio for selected reading or scene.
   4. Critiques of student performances
   Quality: Assignments require the appropriate level of critical thinking.
   1. Performance portfolio for selected reading or scene.
      Example Prompt: How does the pronunciation of key words in your selection affect
      the overall meaning of the piece? Please cite excerpts from the selection to defend your
      analysis.
   2. Midterm and Final Examination Essay Questions
      Example Question: Scan the following excerpt using the IPA. How does scansion
      effect the performance? Explain your answer.
   3. Critiques of student performances and rehearsals
      Example Prompt: What constructive criticism would you offer the student in
      pronunciation? Defend your comments.

6. TEXTS AND OTHER READINGS
      McGraw-Hill.

III. DESIRED LEARNING
   A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
Demonstrate awareness and improvement of voice and articulation when performing a scene from a play, reading news copy, or reciting a speech. The student should also be prepared to contructively criticize performed scenes, read news copy, or recited speeches with regard to voice and articulation issues.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Identify the physiology of the vocal apparatus.
   A. FORMATIVE ASSESSMENT:
      ● Mid-term exam
      ● Written and oral critiques
      ● Unit Quizzes

2. Examine the process of articulation as defined by the International Phonetic Alphabet.
   A. FORMATIVE ASSESSMENT:
      ● Mid-term exam
      ● Written and oral critiques
      ● Unit Quizzes

3. Distinguish the elements of vocal variety.
   A. FORMATIVE ASSESSMENT:
      ● Mid-term exam
      ● Performance issue exercises
      ● Written and oral critiques
      ● Unit Quizzes

4. Listen critically to oneself and others.
   A. FORMATIVE ASSESSMENT:
• Performance issue exercises
• Written and oral critiques

B. SUMMATIVE ASSESSMENT:
• Performances
• Final Projects
• Written and oral critiques

5. Appraise one's own vocal origins, assets and limitations.

A. FORMATIVE ASSESSMENT:
• Performance issue exercises
• Written and oral critiques

B. SUMMATIVE ASSESSMENT:
• Performances
• Final Projects
• Written and oral critiques

6. Enhance one's vocal assets and rid oneself of poor vocal habits.

A. FORMATIVE ASSESSMENT:
• Performance issue exercises
• Written and oral critiques

B. SUMMATIVE ASSESSMENT:
• Performances
• Written and oral critiques

7. Project one's voice, maintaining an open resonant tone and clear articulation.

A. FORMATIVE ASSESSMENT:
• Performance issue exercises

B. SUMMATIVE ASSESSMENT:
• Performances

8. Effect a variety of "voices".

A. FORMATIVE ASSESSMENT:
• Performance issue exercises

B. SUMMATIVE ASSESSMENT:
• Performances


A. FORMATIVE ASSESSMENT:
• Performance issue exercises
B. SUMMATIVE ASSESSMENT:
- Performances
- Final Projects

10. Speak with a pleasant quality, variety, flexibility and clarity.
   A. FORMATIVE ASSESSMENT:
   - Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Performances
- Final Projects

11. Enhance ear training through the use of the International Phonetic Alphabet.
   A. FORMATIVE ASSESSMENT:
   - Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Performances
- Final Projects

12. Increase vocabulary.
   A. FORMATIVE ASSESSMENT:
   - Mid-term exam
   - Written and oral critiques
   - Unit Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final Projects
   - Written and oral critiques

13. Analyze vocal origins and patterns.
   A. FORMATIVE ASSESSMENT:
   - Mid-term exam
   - Written and oral critiques
   - Unit Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Final Projects
   - Written and oral critiques

14. Practice breathing and relaxation.
   A. FORMATIVE ASSESSMENT:
   - Performance issue exercises
B. SUMMATIVE ASSESSMENT:
• Performances

15. Apply the International Phonetic Alphabet for increased awareness of and clarity in the articulation process.

A. FORMATIVE ASSESSMENT:
• Mid-term exam
• Performance issue exercises
• Written and oral critiques
• Unit Quizzes

B. SUMMATIVE ASSESSMENT:
• Performances
• Final Projects
• Written and oral critiques

16. Practice a dialect.

A. FORMATIVE ASSESSMENT:
• Performance issue exercises

B. SUMMATIVE ASSESSMENT:
• Performances
• Final Projects

17. Prepare and perform increasingly difficult solo assignments in front of the class.

B. SUMMATIVE ASSESSMENT:
• Performances
• Final Projects

18. Criticize fellow students constructively.

A. FORMATIVE ASSESSMENT:
• Written and oral critiques

B. SUMMATIVE ASSESSMENT:
• Written and oral critiques

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Mid-term exam
2. Performance issue exercises
3. Written and oral critiques
4. Unit Quizzes

B. SUMMATIVE ASSESSMENT:
1. Performances
2. Final Projects
3. Written and oral critiques
Proposal Impact

SPCOM 101 Voice & Articulation  
**Course Revision Major**  
Barbara Adams

Courses

Cross Listed Courses

1. RATV 101 Active  
2. THETR 101 Active

Programs

1. Retail Management (WAFC) Certificate of Achievement *New Program*  
2. Speech Communication A.A. Degree Major *New Program*
**SPCOM 102 Course Data Summary Report**

**SPCOM 102 - Introduction to Human Communication**

**Action Type:** Course Revision Major  
**Effective:**  
**Primary Author:** Barbara Adams  
**Other Author(s):**  
**CC Representative Approval By:**  
**CC Staff Review By:**  
**Division Dean Approval By:**

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**Rationale for Course Action**

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**Transfer and GE Status**

- **CSU Transfer:** Requested  
- **UC Transfer:** Requested  
- **CSU-GE Category:** CSU-GE - A1 Requested  
- **IGETC Category:** IGETC - 1C Requested

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**Course Data Elements**

- **Credit Type:** Requested  
- **Credit Sub-Type:** Requested  
- **TOP Code:** SAM Code: E  
- **State Classification:** A  
- **Open Entry/Open Exit:** No  
- **Work Experience:** No

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**Instructor Load**

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**Material Fees**

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 102 - Introduction to Human Communication 3 Unit(s)

The study of human communication including verbal, nonverbal, and listening skills. Effective oral participation in interpersonal contexts, group discussions, and individual presentations in public settings.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
1. Basic Communication Elements and Concepts
   1. Definition of communication: communication as a transaction
   2. Purposes
   3. Elements of communication
   4. Types of communication
   5. Barriers
2. Interpersonal Communication Elements and Concepts
   1. Perceiving ourselves
      1. Definition
      2. Self-concept: characteristics and methods of changing the self concept
      3. Self-fulfilling prophecies
   2. Perceiving others in an interpersonal and intercultural context
      1. Observation: individual differences
      2. Judgments and inferences
      3. Categorizing and generalizing
      4. Influences on perception: physiological, cultural, social
   3. Nonverbal communication
1. Definition
2. Characteristics
3. Types
4. Verbal communication
   1. Relationship of language and meaning
5. Listening and responding
   1. Barriers to effective listening
   2. Reasons to improve listening
   3. Styles of listening, including active listening
6. Interpersonal relationships
   1. Self-disclosure
   2. Defensiveness
   3. Conflict resolution
7. Small Group Communication
   1. Functions and roles within the small group
   2. Problem-solving within the small group
8. Public Communication
   1. The speaker-audience-subject relationship
   2. Message preparation
      1. Developing a thesis/purpose
      2. Research
      3. Use of supporting materials
      4. Principles of persuasion
      5. Principles of informal logic and argument
   3. Message presentation
      1. Vocal elements
      2. Visual elements
      3. Techniques to manage speech anxiety

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Materials will be presented through lecture and discussion.
2. Readings and writing assignments
3. Class activities will be completed and analyzed to augment classroom lectures and discussions.
4. Films and videotapes will be shown which supplement the lectures and readings.

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Preparation and presentation of a minimum of three speeches per term, including an informative, persuasive, and one additional oral presentation which may include, but is not limited to, a group presentation, debate, or individual speech.
B. Participation in small groups, in-class exercises, which may require additional work outside of classroom to complete exercises.
C. Meet outside classroom to prepare for one group presentation per term.
D. Daily reading of text materials, handouts, and/or Internet sources.

Quality: Assignments require the appropriate level of critical thinking.
A. In a written assignment, explain communication principles and the application of these principles to your own personal communication experiences.
B. Demonstrate mastery of research, organizational, and delivery skills through oral presentations.
C. Prepare and present a 5-7 minute informative speech, including an outline and source citations.
D. Prepare and present a 6-8 minute persuasive speech, including an outline and source citations.
E. Design and present a 20-minute group presentations, including an outline and source citations.
F. Conduct an interview, utilizing a variety of questioning techniques.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
effectively participate in oral communication in interpersonal contexts, group discussions, and individual presentations in public settings.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. Identify the elements of the communication process and analyze their interactions in various communication settings.
   A. FORMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Speaking and writing assignments
   - Group discussions
   B. SUMMATIVE ASSESSMENT:
   - Final examination

2. Define the nature and characteristics of the self-concept and apply principles of changing the self-concept and use of self-fulfilling prophecies to examples from their own experiences.
   A. FORMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Group discussions
   B. SUMMATIVE ASSESSMENT:
   - Final examination

3. Explain the perception process and the factors which influence it.
   A. FORMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   B. SUMMATIVE ASSESSMENT:
   - Final examination

4. Identify the types of nonverbal communication.
   A. FORMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   B. SUMMATIVE ASSESSMENT:
   - Final examination

5. Distinguish the relationship between language and meaning.
   A. FORMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   B. SUMMATIVE ASSESSMENT:
   - Final examination

6. Evaluate listening styles and demonstrate proper use of active listening techniques.
   A. FORMATIVE ASSESSMENT:
   - Problem-solving exercises
7. Examine the roles that self-disclosure, defensiveness, and conflict resolution play in their interpersonal relationships.

   A. FORMATIVE ASSESSMENT:
   • Speaking and writing assignments
   • Group discussions

   B. SUMMATIVE ASSESSMENT:
   • Final examination

8. Assess the functioning and problem-solving process of small groups in which they participate.

   A. FORMATIVE ASSESSMENT:
   • Group discussions
   • Problem-solving exercises

9. Prepare and deliver speeches which demonstrate adaptation to audience and correct use of research, organizational, and delivery skills.

   A. FORMATIVE ASSESSMENT:
   • Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   • Oral presentation (group, debate, or individual)

10. Evaluate arguments and logic in speeches presented by classmates.

   A. FORMATIVE ASSESSMENT:
   • Speaking and writing assignments
   • Group discussions

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Written unit examinations to include essays
   2. Speaking and writing assignments
   3. Group discussions
   4. Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
   1. Final examination
   2. Oral presentation (group, debate, or individual)
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Barbara Adams

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: SPCOM 102

COURSE TITLE: Introduction to Human Communication

EFFECTIVE DATE:

METHOD OF INSTRUCTION

MIXED MODALITIES/HYBRID COURSE Some, but not all, class time is replaced by distance education. Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

Approximately 50% of the course is completed in a face-to-face format and approximately 50% is completed online. All speeches are performed in a face-to-face, faculty-supervised, live audience format. Typical on campus meetings include the first day orientation session, interpersonal and small group theory, and small group exercises. Online work includes taking tests on textbook concepts and researching evidence to support speeches delivered in class. Students are encouraged to contact the course instructor via email, telephone, or arrange to see the instructor face-to-face when they need assistance.

TYPE OF TEACHING MODALITIES

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<td>Group Meetings/Review Sessions</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.

   Face-to-face meetings, telephone, email, and asynchronous discussion are available in the course to ensure that the students have access to the instructor.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   Methods of evaluation are the same as listed on the course outline. The only potential difference is the utilization of technology for online testing.
Proposal Impact

SPCOM 102 Introduction to Human Communication
**Course Revision Major**
Barbara Adams

Courses

1. SPCOM 105 *Active*

Cross Listed Courses

Programs

1. Agriculture: Sales, Service A.S. Degree *New Program*
2. Agriculture: Sales, Service Technician Certificate of Achievement *New Program*
3. Associate Degree Nursing Program Curriculum (for RN) A.S. Degree *New Program*
4. Associate Degree Nursing Program Curriculum (for RN) A.S. Degree *New Program*
5. Commercial Floristry Technician Certificate of Achievement *New Program*
6. Medical Assisting Certificate of Achievement *New Program*
7. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
8. Retail Management (WAFC) Certificate of Achievement *New Program*
9. Speech Communication A.A. Degree Major *New Program*
10. Speech Communication null *New Program*
11. Speech Communication Skills Recognition Certificate *Certificate Major Revision*
12. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
SPCOM 103 - Interpersonal Communication

3 Units

Rationale for Course Action

Transfer and GE Status

- CSU Transfer: Requested
- UC Transfer: Requested
- CSU-GE Category: CSU-GE - D7 Requested
- IGETC Category: IGETC - 4G Requested

Course Data Elements

- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code: E
- SAM Code: E
- State Classification: A
- Open Entry/Open Exit: No
- Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 103 - Interpersonal Communication 3 Unit(s)

Principles of interpersonal communication including perceptual, verbal and nonverbal elements. The study of theory, research findings, concepts and skills in interpersonal relationships as applied to various interactions, such as the male/female relationship, the family, and the workplace.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Bases of interpersonal communication
1. Interpersonal communication theory
   a. Definition of interpersonal communication
   b. Models
2. Perception
   a. Self-concept
   b. Perception of others
3. Verbal and nonverbal communication
   a. Definitions and distinctions
   b. Relationship between

B. Concepts and skills of interpersonal communication
1. Listening and response skills
2. Self-disclosure
3. Power, influence, and assertiveness
4. Communication apprehension in varying contexts
5. Attraction
6. Managing conflict and resolution
7. Defensive and supportive communication
8. Ethical interpersonal communication

C. Contexts of interpersonal communication
   1. Male/female relationships
   2. Family
   3. Intercultural
   4. Small group
   5. Interview

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
   1. Interpersonal concepts and materials will be presented through lecture, discussion, reading, and writing
   2. Class activities and presentations on interpersonal concepts will be completed and analyzed to augment classroom lectures
   3. Films and videotapes will be shown which supplement the lectures and readings

5. TYPICAL ASSIGNMENTS

*Quality:* Assignments require the appropriate level of critical thinking.

Theories and research have been influenced by the paradigms from which they are based. Each of these paradigms carries different assumptions that emphasize, and place more importance on, certain elements of human communication. To successfully complete this assignment, review some literature about each paradigm and then write your position about which paradigm makes the most sense to you. There are four basic paradigms that I wish for you to consider: (a) systems; (b) symbolic interactionism; (c) rules; and (d) covering laws.

Prepare one typewritten, double-spaced position paper that critiques ALL of these paradigms about their strengths and weaknesses. Then, decide which paradigm you prefer choosing only one and defend that paradigm. The finished product should be 8-12 pages and free of spelling, punctuation, syntax, and typographical errors.

*Quantity:* Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Weekly position papers which require students to analyze or defend particular communication theories or concepts.
B. Final research project where students investigate a communication concept, conduct a study, and report the findings in both written and oral presentations.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
   A. COURSE GOAL
      As a result of satisfactory completion of this course, the student should be prepared to:
      identify and apply principles of interpersonal communication theory and utilize appropriate verbal and nonverbal messages to build and promote functional interpersonal relationships.

   B. STUDENT LEARNING GOALS
      Mastery of the following learning goals will enable the student to achieve the overall course goal.

      REQUIRED LEARNING GOALS
      Upon satisfactory completion of this course, the student will be able to:
      1. Compare and contrast the competing communication paradigms.
         A. FORMATIVE ASSESSMENT:
            • Oral and written presentations dealing with interpersonal theories
            • Written unit examinations which may include essays
         B. SUMMATIVE ASSESSMENT:
            • Final examination

      2. Describe the effects of communication on interpersonal relationships and social and cultural realities.
         A. FORMATIVE ASSESSMENT:
            • Oral and written presentations dealing with interpersonal theories
            • Written unit examinations which may include essays
         B. SUMMATIVE ASSESSMENT:
            • Final examination

      3. Explain ways that communication creates, develops and changes personal identities; explain the effect of communication on personal identities.
         A. FORMATIVE ASSESSMENT:
            • Written unit examinations which may include essays
            • Interpersonal exercises and simulations
         B. SUMMATIVE ASSESSMENT:
4. Demonstrate ethical interpersonal communication founded on communication theory and research.

   A. FORMATIVE ASSESSMENT:
   - Oral and written presentations dealing with interpersonal theories
   - Interpersonal exercises and simulations
   - Group discussions on interpersonal subject matter

   B. SUMMATIVE ASSESSMENT:
   - Written assignments

5. Compare and contrast the components of verbal and nonverbal communication.

   A. FORMATIVE ASSESSMENT:
   - Oral and written presentations dealing with interpersonal theories
   - Written unit examinations which may include essays

   B. SUMMATIVE ASSESSMENT:
   - Written assignments

6. Assess how the factors of self-disclosure, power, and attraction relate to the development of interpersonal relationships.

   A. FORMATIVE ASSESSMENT:
   - Interpersonal exercises and simulations
   - Written assignments

   B. SUMMATIVE ASSESSMENT:
   - Written assignments

7. Diagnose conflict in interpersonal relationships and demonstrate appropriate conflict resolution methods.

   A. FORMATIVE ASSESSMENT:
   - Interpersonal exercises and simulations
   - Written assignments

   B. SUMMATIVE ASSESSMENT:
   - Written assignments

8. Analyze the components of relational initiation, maintenance, and termination.

   A. FORMATIVE ASSESSMENT:
   - Oral and written presentations dealing with interpersonal theories
   - Interpersonal exercises and simulations
   - Group discussions on interpersonal subject matter
   - Written assignments
B. SUMMATIVE ASSESSMENT:
- Final examination

9. Identify appropriate listening and response skills.

A. FORMATIVE ASSESSMENT:
- Interpersonal exercises and simulations
- Group discussions on interpersonal subject matter

B. SUMMATIVE ASSESSMENT:
- Final examination

10. Participate in and report on a variety of exercises highlighting individual introspection and dyadic encounters

A. FORMATIVE ASSESSMENT:
- Interpersonal exercises and simulations
- Group discussions on interpersonal subject matter

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Oral and written presentations dealing with interpersonal theories
2. Written unit examinations which may include essays
3. Interpersonal exercises and simulations
4. Group discussions on interpersonal subject matter
5. Written assignments

B. SUMMATIVE ASSESSMENT:
1. Final examination
2. Written assignments
Proposal Impact

SPCOM 103 Interpersonal Communication
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

Programs

1. Medical Assisting Certificate of Achievement *New Program*
2. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
4. Speech Communication A.A. Degree Major *New Program*
5. Speech Communication null *New Program*
Rationale for Course Action

Transfer and GE Status
- CSU Transfer: Requested
- UC Transfer: Requested
- CSU-GE Category: CSU-GE - A3 Requested
- IGETC Category: IGETC - 1B Requested

Course Data Elements
- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code: SAM Code: E
- State Classification: A
- Open Entry/Open Exit: No
- Work Experience: No

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These items have continuing value because:

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

Prerequisite: ENGL 101
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 104 - Argumentation
3 Unit(s)

Primary emphasis on argumentation as the study of analysis, evidence, reasoning, refutation and rebuttal, etc., in oral and written communication. Significant component of instruction in written argumentation, with special attention to the essay form. "Critical Thinking" approaches to commercial, legal, political, and academic argumentation and persuasion.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Philosophy of Argumentation (oral and written)
1. Argumentation and critical thinking
2. Argumentation and epistemology
3. Argumentation in political culture
4. The roles and responsibilities of arguers (argumentation “burdens”)  

B. Analysis in oral and written argumentation
1. Concept of analysis of controversy
2. Types of propositions and their effective construction, including examination of sentence structure, and formulation and placement of the main proposition (thesis) and supportive statements
3. Language in argument and composition, including discussion of functions of language: expressive, directive, interrogative; figurative language in argument
4. Definition in analysis
5. Breaking down a controversy into issues, evaluating issues by relevance and importance and the application of analytical formulas in such
contexts as the essay
6. The principles of outlining and case construction with special focus on essay form, including such issues as essay coherence and organization

C. Evidence in oral and written argumentation
   1. Types of evidence
   2. Sources of evidence (general)
   3. Research principles and basic reference source
   4. Application of standards and tests to evaluate evidence used in oral and written composition

D. Reasoning in oral and written argumentation
   Nature of reasoning
   1. Inductive types of reasoning with emphasis on such composition issues as the effective use of examples
   2. Deductive types of reasoning
   3. Models of reasoning (e.g., Toulmin model, Syllogism, etc.)
   4. Standards for evaluating reasoning

E. Logical Fallacies in oral and written argumentation
   1. The concept of informal logical fallacy and propaganda device
   2. The categories and specific types of fallacy
   3. The application of knowledge of fallacies to settings, political, financial, academic etc., with special attention to the mass media
   4. Making one's own speaking/writing "fallacy free."

F. Refutation and Rebuttal Techniques in oral and written argumentation
   1. Application of knowledge of analysis, evidence, reasoning and logical fallacies to attack and defense
   2. Special techniques in attack and defense
   3. Attack and defense in essay form

G. Stylistics in oral and written argumentation
   1. The integration of interest values, clarity, retention values, persuasive appeal and logical cogency into effective composition
   2. Special emphasis on essay form

H. Argumentation Settings
   1. In interpersonal, small group, organizational, public, and mass media settings
   2. In societal contexts such as law, legislative deliberation, academic debate, political campaigns, etc.
   3. Adapting strategies for effective oral and written argumentation to various settings

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   1. PREREQUISITE(S):
      • ENGL 101: Composition and Reading

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Lecture
2. Discussion
3. Experiential exercises such as debate, simulations, etc.
4. Extensive sequential writing assignments on opposing view-points and important issues; writing and rewriting of compositions, with a minimum of 6,000 words of edited composition, excluding journal or other unedited writing and preliminary drafts; all writing shall be at the level of a second semester college composition course
5. Outside reading assignments

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Weekly written assignments to demonstrate mastery of various critical thinking/argumentation skills: research, analysis, synthesis, and effective oral and written expression
B. Weekly written assignments focused on critique of argumentation and persuasion in the mass media.
C. Research based compositions, several per term.
D. Daily reading of text and other materials.

Quality: Assignments require the appropriate level of critical thinking.

A. Identify fifteen different logical fallacies from mass media sources. Cite sources in MLA style.
B. Write stock issues cases to justify propositions of fact, value, and policy.
C. Assess evidence examples given in class for their logical quality according to appropriate standards.
D. Determine your position on an issue assigned in class and prepare to argue your point of view and refute the arguments of others on the same issue.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

use rational, reflective thinking as a basis for effective reading, listening, speaking and writing.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. Write frequently (a minimum of 6,000 words of edited composition), including a sequence of 6 to 8 substantial essays on issues that require reasoned defense, each subsequent writing assignment adding to the students ability to write and reason in a more advanced way (including, but not limited to, structure and style).

   A. FORMATIVE ASSESSMENT:
   • Written assignments
   • Written compositions

2. Identify the basic logical precepts and traditions of argumentation in the Western rhetorical tradition.

   A. FORMATIVE ASSESSMENT:
   • Mid-term examination
   • Written assignments
   • In-class discussion and exercises

   B. SUMMATIVE ASSESSMENT:
   • Written examinations.

3. Identify the various types of propositions, remember the guidelines for clear and effective propositions and apply such in discussion and oral and written composition assignments.

   A. FORMATIVE ASSESSMENT:
   • Written assignments
   • Written compositions
   • In-class discussion and exercises

   B. SUMMATIVE ASSESSMENT:
   • Written examinations.

4. Recall the principles of effective, efficient research and information sources useful in preparation of cases and apply such knowledge in discussion and oral and written composition assignments.

   A. FORMATIVE ASSESSMENT:
   • Mid-term examination
   • Written assignments
   • Written compositions
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

5. Explain the concept of evidence, of various types of evidence and their employment in argumentation, of standards for evaluation of evidence and apply those standards in discussion and oral and written composition assignments.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• Written compositions
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

6. Describe the concept of reasoning, types of reasoning, the analysis and evaluation of reasoning and apply such concepts in discussion and oral and written composition assignments.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

7. Specify analytical formulas for the discovery of issues in a controversy, identify the delineation of issues in a controversy by relevance and importance, and apply such knowledge in discussion and oral and written composition assignments.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

8. Correctly identify logical fallacies in discussion, speeches, essays and the mass media, and demonstrate the ability to avoid such arguments in oral and written composition.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

9. Demonstrate the use of outlining to construct clear, organized and complete cases, and to transform such cases into essay form.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• Written compositions

B. SUMMATIVE ASSESSMENT:
• Written examinations.

10. Outline refutation and rebuttal techniques and employ such techniques in the oral and written attack and defense of argument.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

11. Use the above considerations (B-J) for analysis of various types of argumentation (legal, legislative, academic, etc.) and various forms of speaking and writing.

A. FORMATIVE ASSESSMENT:
• Mid-term examination
• Written assignments
• Written compositions
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.

12. Participate in class discussion and debate emphasizing the employment of argumentation principles.

A. FORMATIVE ASSESSMENT:
• Written assignments
• In-class discussion and exercises

B. SUMMATIVE ASSESSMENT:
• Written examinations.
13. Complete written and experimental exercises designed to demonstrate and assess student skills of argumentation.

   A. FORMATIVE ASSESSMENT:
   - Mid-term examination
   - Written assignments
   - Written compositions
   - In-class discussion and exercises

      B. SUMMATIVE ASSESSMENT:
      - Written examinations.

IV. METHODS OF MEASURING STUDENT PROGRESS

   A. FORMATIVE ASSESSMENT:
      1. Mid-term examination
      2. Written assignments
      3. Written compositions
      4. In-class discussion and exercises

   B. SUMMATIVE ASSESSMENT:
      1. Written examinations.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Barbara Adams  DATE SUBMITTED: 

COURSE PREFIX AND NUMBER: SPCOM 104  
COURSE TITLE: Argumentation 
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

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<td>Telephone Contact</td>
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<td>Viewing video/audio Materials</td>
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<td>Individual Meetings</td>
<td>Quizzes, Self-test and Exams</td>
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<td>Viewing Text-based Materials</td>
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COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact.
   Telephone contact, e-mail, synchronous and asynchronous discussions, and optional on campus class sessions will be offered to student to ensure effective instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?
   Methods of evaluation are the same as those listed on course outline. One difference in evaluation is utilization of technology for online testing.
Proposal Impact

SPCOM 104 Argumentation
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *New Program*
2. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
4. Speech Communication null *New Program*
Modesto Junior College
SPCOM 105 Course Data Summary Report

SPCOM 105 - Forensics Debate
Action Type: Course Revision Major
Effective:
Primary Author: Todd Guy
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Program: Speech Communication Award: A.A. Degree Major
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 105 - Forensics Debate

Principles of debate applied through participation in competitive debate. Students will participate in intercollegiate forensics. Competitive events include parliamentary, NFA Lincoln/Douglas and policy debate.

Course is repeatable - four completions allowed Field trips are required.

Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
The content of Speech 105 consists of the preparation and presentation of a variety of forms of public communications and the presentation of these efforts before a variety of audiences. These audiences include:
A. Community groups (including non-speech classes at all academic levels)
B. Audiences assembled for major Readers Theatre productions
C. Critic-judges in competitive settings
D. Classroom workshops

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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Curriculum Committee Agenda 385 October 21, 2008
4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Demonstrations of debates from the internet, videotapes, and DVDs
2. Performance of students
3. Group discussions
4. Individual conferences
5. Field trips
6. Decisions and critiques of judges

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Research on the yearly policy topic.
B. Research on the yearly NFA L/D topic
C. Research on the multiple unknown topics that may exist in parliamentary debate.
D. Composing debate briefs in policy and NFA L/D debates
Quality: Assignments require the appropriate level of critical thinking.
Be prepared to support the resolution that the United States Federal Government should substantially increase its constructive engagement with Cuba.

Be prepared to debate against the resolution that the United States Federal Government should substantially reduce its agricultural support, at least eliminating nearly all of the domestic subsidies, for biofuels, Concentrated Animal Feeding Operations, corn cotton, dairy, fisheries, rice soybeans, sugar, and/or wheat.

Be prepared to debate the resolution that this house would heal the wound in the next 15 minutes.

6. TEXTS AND OTHER READINGS
A. There is no text required for competitive forensics. Student knowledge is gained from coaches and judges.

III. DESIRED LEARNING
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
use research and documentation skills, rhetorical strategies, and analysis of the judge to effectively compete in forensics debate. The student will be able to create cases and arguments that are cogent, professional, and engagingly persuasive to present in competitive debates.
B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Demonstrate the psychology of persuasion.
2. Perform Internet and library research.
3. Organize materials:
4. For purpose of research and investigation
5. For purposes of analysis
6. For purposes of instruction and persuasion
7. Outline intercollegiate speech techniques:
8. Types
9. Purposes of each type
10. Requirements of each type
11. Standards of excellence in each type
12. Demonstrate the practical application of speech techniques:
13. Methods of speech preparation
14. Principles of speech preparation
15. The use of language in speech
16. The delivery of the speech
17. The techniques of oral interpretation
18. Audience analysis
19. Preparation and performance of Readers Theater programs
20. Identify the issues involved in matters of political, social, and economic importance.
21. Participate in a formal debate with skill and understanding.
22. Write and deliver an effective public speech.
23. Interpret orally literature of various types.
24. Organize and prepare for delivery, in a limited time, a thoughtful speech on a matter of regional or national importance.
25. Analyze and judge the thinking and speaking of others.
26. Develop listening skills.
27. Participate in speech situations of all types involved in intercollegiate forensics work.
28. Speak before audiences of great variety in size and composition.
29. Be exposed to frequent evaluation and criticism of the student's work in the various speech variations.
30. Speak in competition with other speakers.

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Student Performance
2. Faculty and student evaluation in class
3. Student self evaluation
4. Decisions of judges and reports of audiences

B. SUMMATIVE ASSESSMENT:

1. Student Performance
2. Faculty and student evaluation in class
3. Student self evaluation
4. Decisions of judges and reports of audiences
Proposal Impact

SPCOM 105 Forensics Debate
**Course Revision Major**
Todd Guy

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *New Program*
SPCOM 106 - Group & Organizational Communication

3 Units

Action Type: Course Revision Major

Effective:

Primary Author: Kimberly Gyuran

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Program: Speech Communication Award: A.A. Degree Major
Program: Speech Communication Award: Skills Recognition Certificate
SPCOM 106 Course Outline

Effective Date: Printed On: 10/16/2008 10:49:27 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 106 - Group & Organizational Communication 3 Unit(s)

Communication within and between groups and organizations while enhancing individual communication skills. Emphasis on communication and organizational theory as basis for focus on such communication processes as task-oriented discussions, problem solving, leadership, conflict resolution and negotiation, communication climate, and organizational culture.

Course is not repeatable Field trips are not required.

Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
A. Communication principles including researching, organizing, evaluating, and reporting information.
B. The nature of communication within organizations
C. Organizational and group communication theories
D. Development of organizational cultures
E. Communicating in intracultural and intercultural contexts*
F. Individual performance compared to group synergy
G. Context, audience, and purposes of small-group communication as it relates to dyads, small and large groups, public settings.
H. Characteristics of groups
I. Approaches to working in groups
J. Improving group communication
K. Small group decision-making and problem-solving
L. Theories of leadership and effective leadership strategies
M. Conducting meetings
N. Effective listening
O. Interviewing principles and practices
P. The art of conflict management
Q. Organization and delivery of oral presentations in the business setting for information and persuasive purposes.
R. Provide and receive feedback about the content and forms of communication.

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Materials will be presented through lecture, discussion, reading and writing
2. Group activities will be completed and analyzed to augment classroom lectures and reading materials

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.

1. typical exam question

Kristin tells Tom, "You're right. the boss is really serious about cutting down on long distance calls. I heard her yelling about it when I walked past her office yesterday." What function is the informal network serving?
a. confirming  b. contradicting  c. expanding  d. supplementing  e. expediting

Essay Question: Case 7: Based on the reading and our class discussion, describe the strengths and weaknesses of the new formal communication network Beverly designed for Metro Hospital.

2. typical assignments

Prepare and deliver a 20-22 minute group presentation with four to five classmates.
Prepare and deliver an individual 5-7 minute informative speech.

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
1. Students will read one to two chapters in their textbook every week.

2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.

3. Students will prepare for weekly exams.

4. Students will prepare and practice for one individual presentation per term.

5. Students will prepare and practice for one group presentation per term.

6. Students will prepare two formal outlines per term.

6. TEXTS AND OTHER READINGS

   B. Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   work effectively in groups, enhance individual communication skills within a workplace context, and understand the impact of culture within organizations.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUARED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:
   1. Explain and effectively demonstrate successful decision-making, problem solving, and conflict management skills within a group.
      A. FORMATIVE ASSESSMENT:
         ● Speaking and writing assignments
         ● Group discussions/Facilitation skills
         ● Problem-solving exercises

      B. SUMMATIVE ASSESSMENT:
         ● Written unit examinations to include essays
         ● Public speaking presentations

   2. Identify communication principles as they relate to the organization and apply these principles to the improvement of communication within the organization.
      A. FORMATIVE ASSESSMENT:
         ● Group discussions/Facilitation skills
         ● Problem-solving exercises

      B. SUMMATIVE ASSESSMENT:
         ● Written unit examinations to include essays
3. Explain the psychological, social, and cultural basis and significance of communication, both oral and nonverbal, as it occurs in dyads, small and large groups, and public settings.

   A. FORMATIVE ASSESSMENT:
   • Group discussions/Facilitation skills

   B. SUMMATIVE ASSESSMENT:
   • Speaking and writing assignments
   • Written unit examinations to include essays

4. Explain the basic organizational theories and their relationship to group dynamics.

   A. FORMATIVE ASSESSMENT:
   • Group discussions/Facilitation skills
   • Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   • Written unit examinations to include essays

5. Describe the scope, value, and importance of group communication to the individual and the organizational culture.

   A. FORMATIVE ASSESSMENT:
   • Group discussions/Facilitation skills
   • Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   • Written unit examinations to include essays
   • Public speaking presentations

6. Discuss the concepts of human communication involved in maximizing productivity in group interactions.

   A. FORMATIVE ASSESSMENT:
   • Group discussions/Facilitation skills
   • Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   • Written unit examinations to include essays
   • Public speaking presentations

7. Define the characteristics of groups and the forces that shape each group’s identity.

   A. FORMATIVE ASSESSMENT:
   • Group discussions/Facilitation skills
   • Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
8. Explain the theories of leadership and demonstrate mastery of leading a productive group discussion.

   A. FORMATIVE ASSESSMENT:
   ● Group discussions/Facilitation skills
   
   B. SUMMATIVE ASSESSMENT:
   ● Written unit examinations to include essays
   ● Public speaking presentations

9. Organize, present, and appraise informative and persuasive presentations for specific types of organizational communication situations, including small groups and business presentation.

   A. FORMATIVE ASSESSMENT:
   ● Speaking and writing assignments
   ● Group discussions/Facilitation skills
   ● Problem-solving exercises
   
   B. SUMMATIVE ASSESSMENT:
   ● Speaking and writing assignments
   ● Written unit examinations to include essays
   ● Public speaking presentations

10. Demonstrate the ability to discover, critically evaluate, and accurately report information to reach a well-reasoned decision.

    A. FORMATIVE ASSESSMENT:
    ● Speaking and writing assignments
    
    B. SUMMATIVE ASSESSMENT:
    ● Speaking and writing assignments
    ● Public speaking presentations

11. Demonstrate effective listening skills in various settings.

    A. FORMATIVE ASSESSMENT:
    ● Group discussions/Facilitation skills
    ● Problem-solving exercises
    
    B. SUMMATIVE ASSESSMENT:
    ● Speaking and writing assignments
    ● Written unit examinations to include essays
    ● Public speaking presentations

12. Effectively present views utilizing persuasive strategies and sound reasoning, as well as adapt communication style to fit the audience and context.
A. FORMATIVE ASSESSMENT:
- Group discussions/Facilitation skills
- Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Public speaking presentations

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Speaking and writing assignments
2. Group discussions/Facilitation skills
3. Problem-solving exercises

B. SUMMATIVE ASSESSMENT:
1. Speaking and writing assignments
2. Written unit examinations to include essays
3. Public speaking presentations
Proposal Impact

SPCOM 106 Group & Organizational Communication
**Course Revision Major**
Kimberly Gyuran

Courses

Cross Listed Courses

1. SUPR 106 Active

Programs

1. Retail Management (WAFC) Certificate of Achievement *New Program*
2. Speech Communication null *New Program*
3. Speech Communication A.A. Degree Major *New Program*
SPCOM 107 - Introduction to Debate

3 Units

Action Type: Course Revision Major
Effective:
Primary Author: Barbara Adams
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

- CSU Transfer: Requested
- UC Transfer: Requested
- CSU-GE Category: CSU-GE - A3 Requested

Course Data Elements

- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code:
- SAM Code: E
- State Classification: A
- Open Entry/Open Exit: No
- Work Experience: Occupational

Instructor Load

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These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 107 - Introduction to Debate 3 Unit(s)

Argumentation principles and the debate format. Emphasis on case construction, methods of attack and defense, communication strategies, and various forms of debate.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Orientation to debate

1. Some history of debate
2. The functions of debate in society
3. Benefits of studying debate
4. Formats, settings, and styles of debate
5. Argumentation burdens

B. Process of Analysis

1. The nature of propositions
2. Analysis to discover and classify issues
3. Systems of analysis

C. Research and Evidence in Debate
1. Discovery of evidence sources
2. Recording and rearranging evidence
3. Using evidence effectively
4. Standards for evaluating evidence

D. Reasoning in Debate

1. Types of reasoning
2. Models of reasoning
3. Standards for evaluation of reasoning
4. Logical fallacies

E. Affirmative and Negative Strategies

1. In cross-examination
2. In case and block construction
3. In specific affirmative and negative speeches
4. In topicality and definition disputes

F. Refutation and Rebuttal

1. Strategies and special methods
2. Affirmation considerations
3. Negative considerations

G. Judging Debates

1. Judging models
2. Problems and strategies in judging

H. Ethics in Debates

1. Ethical considerations of means
2. Ethical considerations of ends
3. Ethical considerations in various contexts

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture/discussion
2. Live demonstrations, videotape, and DVDs
3. Examinations
4. Performance of student
5. Instructor critiques
6. Decisions and critiques of student judges

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

Study for 8-12 exams on lecture and text material per term.

Reasearch the Affirmative and Negative sides on a policy debate topic for the final debate.

Construct an Affirmative case and Negative briefs for the policy debate.

Research current events for use in 2 possible parliamentary debates per term.

Quality: Assignments require the appropriate level of critical thinking.

Research and construct an Affirmative case and 3 Negative briefs for the resolution: The United States Federal Government should substantially reduce its agricultural support for biofuels, vorn, cotton, soybeans, and/or sugar.

Identify and explain the type of grounds used in the following argument: Brian insists that fall is coming because the leaves are turning brown and falling from the tree.

Identify and explain the fallacy in each of the following arguments: Barbara says, "You need to go see this movie. It's breaking every box office record for the most seen movie."

In the next 15 minutes prepare the Affirmative side to the claim that the United States should heal the wound.

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

demonstrate increased critical thinking skills in order to construct logical arguments and responses to arguments. The student will be able to successfully adapt argumentation strategies to judging paradigms in the various styles of debate.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Identify basic principles of argumentation, including:
   
   A. FORMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

   B. SUMMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

2. Research

   A. FORMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

   B. SUMMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

3. Formulation of propositions

   A. FORMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

   B. SUMMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
   • Student Performance

4. Analysis

   A. FORMATIVE ASSESSMENT:
   
   • Examinations over lecture and text material
• Student Performance

B. SUMMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance

5. Evidence

A. FORMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance

B. SUMMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance

6. Reasoning

A. FORMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance
• Student self evaluation

B. SUMMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance
• Student self evaluation

7. Refutation and rebuttal techniques

A. FORMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance
• Student self evaluation

B. SUMMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance
• Student self evaluation

8. Communication theory as it relates to argumentation

A. FORMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance

B. SUMMATIVE ASSESSMENT:
• Examinations over lecture and text material
• Student Performance
9. Distinguish principles and practices more specific to debate, including:

   A. FORMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance
   - Student self evaluation

   B. SUMMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance
   - Student self evaluation

10. Debate formats

   A. FORMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance
   - Student self evaluation

   B. SUMMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance
   - Student self evaluation

11. Typical rules and practices

   A. FORMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance

   B. SUMMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance

12. Case and brief construction

   A. FORMATIVE ASSESSMENT:
   - Student Performance

   B. SUMMATIVE ASSESSMENT:
   - Student Performance

13. Cross examination/preparation time management

   A. FORMATIVE ASSESSMENT:
   - Student Performance

   B. SUMMATIVE ASSESSMENT:
   - Student Performance
14. Debate evidence file construction
   A. FORMATIVE ASSESSMENT:
      • Student Performance
   B. SUMMATIVE ASSESSMENT:
      • Student Performance

15. Strategy and gamesmanship
   A. FORMATIVE ASSESSMENT:
      • Student Performance
   B. SUMMATIVE ASSESSMENT:
      • Student Performance

16. Ethical considerations
   A. FORMATIVE ASSESSMENT:
      • Examinations over lecture and text material
      • Student Performance
      • Faculty and student evaluation in class
      • Student self evaluation
   B. SUMMATIVE ASSESSMENT:
      • Examinations over lecture and text material
      • Student Performance
      • Faculty and student evaluation in class
      • Student self evaluation

17. Participate in in-class, public or formal intercollegiate debate with skill and comprehension.
   A. FORMATIVE ASSESSMENT:
      • Student Performance
      • Faculty and student evaluation in class
   B. SUMMATIVE ASSESSMENT:
      • Student Performance
      • Faculty and student evaluation in class

18. Analyze a debate topic and quickly and efficiently research it.
   A. FORMATIVE ASSESSMENT:
      • Student Performance
      • Student self evaluation
   B. SUMMATIVE ASSESSMENT:
      • Student Performance
19. Prepare debate cases briefs necessary for successful debate.

   A. FORMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance

   B. SUMMATIVE ASSESSMENT:
   - Examinations over lecture and text material
   - Student Performance

20. Demonstrate skills necessary for immediate response to opponents in debate situations.

   A. FORMATIVE ASSESSMENT:
   - Student Performance

   B. SUMMATIVE ASSESSMENT:
   - Student Performance

21. Demonstrate critical thinking skills necessary in our multi-cultural society.

   A. FORMATIVE ASSESSMENT:
   - Student Performance
   - Faculty and student evaluation in class

   B. SUMMATIVE ASSESSMENT:
   - Student Performance
   - Faculty and student evaluation in class

22. Participate in intercollegiate debate at instructor's option.

   A. FORMATIVE ASSESSMENT:
   - Student Performance
   - Faculty and student evaluation in class

   B. SUMMATIVE ASSESSMENT:
   - Student Performance
   - Faculty and student evaluation in class

23. Apply frequent evaluation and criticism of coursework in debate.

   A. FORMATIVE ASSESSMENT:
   - Faculty and student evaluation in class
   - Student self evaluation

   B. SUMMATIVE ASSESSMENT:
   - Faculty and student evaluation in class
   - Student self evaluation
24. Participate in practice debates and other simulations.

   A. FORMATIVE ASSESSMENT:
      • Student Performance

   B. SUMMATIVE ASSESSMENT:
      • Student Performance

25. Participate in non-intercollegiate on-campus and community debates.

   A. FORMATIVE ASSESSMENT:
      • Student Performance

   B. SUMMATIVE ASSESSMENT:
      • Student Performance

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Examinations over lecture and text material
   2. Student Performance
   3. Faculty and student evaluation in class
   4. Student self evaluation

B. SUMMATIVE ASSESSMENT:
   1. Examinations over lecture and text material
   2. Student Performance
   3. Faculty and student evaluation in class
   4. Student self evaluation
Proposal Impact

SPCOM 107 Introduction to Debate
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *New Program*
2. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
4. Speech Communication null *New Program*
Modesto Junior College
SPCOM 109 Course Data Summary Report

SPCOM 109 - Women in Management
3 Units
Action Type: Course Revision Major
Effective:
Primary Author: Kimberly Gyuran
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Modesto Junior College

SPCOM 109 Course Outline

Effective Date: Printed On: 10/16/2008 10:51:10 AM MDT

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 109 - Women in Management 3 Unit(s)

Communication and leadership skills for effective business management. Emphasis on the women's movement into management positions, effective communication strategies in organizations, building teams, supervising employees, interpersonal skills, assertiveness training and decision-making skills.

Course is not repeatable Field trips are not required.

Transfer to CSU only.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Communication and organizational dynamics
   1. The Organizational hierarchy
   2. Organizational power
B. Communication self-assessment
   1. Identifying communication skills and deficiencies
   2. Identifying barriers and payoffs
   3. Setting priorities
C. Sex roles and communication
   1. Communication within the “Support Network.”
   2. Organizational politics and sex roles in communication
   3. Avoiding stereotypical roles in communication
   4. Identify and manage special problems (e.g. Sexual Harassment)
D. The communication implications of stress
   1. Identifying stress
   2. Communication strategies for managing stress
   3. Keeping your cool
E. Assertive communication
   1. Evaluating your own assertiveness
   2. Non-verbal messages
   3. Assertive skills on the job
F. Communicating effectively
   1. The communication process
   2. Ways of listening and speaking
   3. When and how to write
G. Managerial communication
   1. Assessing your leadership skills
   2. Communication traits of effective managers
   3. Creating a supportive communication climate
   4. Establishing your authority
H. Providing a motivational climate
   1. Motivating through personal power
   2. Identify motivators
   3. Applying motivational theories
I. Problem solving and decision making in public and interpersonal communication
   1. Comparing women as problem-solvers and decision-makers
   2. Preventing problems
   3. The problem-solving process
   4. Facilitating group problem-solving
J. Team building communication
   1. Delegating effectively
   2. Selecting staff*
   3. Orientation of staff
K. Self presentation
   1. Strategies for promotions, raises, etc.
   2. Communication skills which exhibit confidence and authority

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**
Pre-requisite(s): None

**3. HOURS OF INSTRUCTION PER TERM**

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**4. TYPICAL METHODS OF INSTRUCTION**
Instructors of this course might conduct the course using the following methods:

1. Materials will be presented through lecture, discussion, reading, and writing
2. Class activities will be completed and analyzed to augment classroom lectures
3. Films and videotapes will be shown which supplement the lectures and readings

5. TYPICAL ASSIGNMENTS

Quality: Assignments require the appropriate level of critical thinking.

typical exam question:
Describe Cheryl Richardson's approach to coaching.

typical assignments:
Prepare a professional portfolio that includes a cover letter, resume, and other items that illustrate your professional skills.
Prepare and present a 5-7 minute informative presentation.

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Students will read one to two chapters in their textbook every week.
2. Students will read handouts and information posted on the Internet as identified by the course instructor every week.
3. Students will prepare for two exams per term.
4. Students will prepare and practice one solo presentation per term.
5. Students will prepare and practice one group presentation per term.

6. TEXTS AND OTHER READINGS

C. Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
enhance individual confidence, communication skills, and leadership aptitude in organizational, small group, and public speaking contexts.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

Upon satisfactory completion of this course, the student will be able to:
1. Explain and take advantage of opportunities to gain visibility, demonstrate competence, and advance in the workplace, selecting the best career path.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays

2. Formulate, balance, and evaluate specific goals for career, family life, and personal development in order to create the desired lifestyle.
   A. FORMATIVE ASSESSMENT:
   - Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   - Speaking and writing assignments

3. Identify communication skills that will contribute effectively in their current workplace, job search, or new position.
   A. FORMATIVE ASSESSMENT:
   - Group discussions

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Problem-solving exercises

4. Project the image of a competent, businesslike, approachable manager.
   A. FORMATIVE ASSESSMENT:
   - Group discussions
   - Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   - Problem-solving exercises
   - Public speaking presentations

5. Identify and avoid typical traps awaiting women as managers, such as stereotyped roles, resistance to women in authority, and sexual overtures.*
   A. FORMATIVE ASSESSMENT:
   - Group discussions

   B. SUMMATIVE ASSESSMENT:
   - Written unit examinations to include essays
   - Problem-solving exercises

6. Establish a support network of workers, peers, and superiors that serves as an effective power base.
A. FORMATIVE ASSESSMENT:
- Group discussions
- Speaking and writing assignments

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Written unit examinations to include essays
- Problem-solving exercises

7. Estimate objectively one's personal value to the organization and base promotion requests on dollar contributions, achievement of objectives, and other measurable accomplishments.

A. FORMATIVE ASSESSMENT:
- Group discussions
- Speaking and writing assignments

B. SUMMATIVE ASSESSMENT:
- Speaking and writing assignments
- Written unit examinations to include essays

8. Effectively negotiate suitable promotions and raises.

A. FORMATIVE ASSESSMENT:
- Group discussions

B. SUMMATIVE ASSESSMENT:
- Written unit examinations to include essays
- Problem-solving exercises

9. Manage stress through taking responsibility for one's own health, including nutrition, exercise, and personal environment deemed best for women.

A. FORMATIVE ASSESSMENT:
- Group discussions
- Speaking and writing assignments

B. SUMMATIVE ASSESSMENT:
- Written unit examinations to include essays
- Public speaking presentations

10. Manage stress through selective use of relaxation techniques, using emotions as a power source, and handling others' criticism constructively.

A. FORMATIVE ASSESSMENT:
- Group discussions

B. SUMMATIVE ASSESSMENT:
- Written unit examinations to include essays
• Public speaking presentations

11. Identify and explain assertive, nonassertive, and aggressive behavior patterns and their consequences.

   A. FORMATIVE ASSESSMENT:
   • Group discussions

   B. SUMMATIVE ASSESSMENT:
   • Written unit examinations to include essays

12. Gain self-esteem, credibility, and respect from others by selectively applying a variety of techniques in asserting oneself with bosses, workers, and peers.

   A. FORMATIVE ASSESSMENT:
   • Group discussions
   • Problem-solving exercises

   B. SUMMATIVE ASSESSMENT:
   • Speaking and writing assignments
   • Written unit examinations to include essays
   • Public speaking presentations

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
   1. Group discussions
   2. Problem-solving exercises
   3. Speaking and writing assignments

B. SUMMATIVE ASSESSMENT:
   1. Speaking and writing assignments
   2. Written unit examinations to include essays
   3. Problem-solving exercises
   4. Public speaking presentations

CID: 2660
Proposal Impact

SPCOM 109 Women in Management
**Course Revision Major**
Kimberly Gyuran

Courses

Cross Listed Courses

Programs

1. Speech Communication null *New Program*
2. Speech Communication A.A. Degree Major *New Program*
Rationale for Course Action

SPCOM courses are being reviewed and updated from a programmatic perspective rather than from a single course perspective.

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - A1 Requested
IGETC Category: IGETC - 1C Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

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These items have continuing value because:

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

SPCOM 110 Course Outline

Effective Date:
Printed On: 10/16/2008 10:52:15 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 110 - Persuasion

Development of abilities to plan and deliver persuasive presentations through a combination of methods involving the study of "real" communicative events; i.e., trials, sales presentations, political campaigns, sermons, etc., and the preparation and presentation of own works. Survey of recent research in attitude change and persuasive communication.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Classical Rhetorical and Modern Theories of Persuasion
      1. Aristotle’s definition of Persuasion
      2. SMCR Model of Persuasion
      3. Rank’s Model of Persuasion
      4. Doublespeak
      5. Persuasion in an Information Age
      6. Persuasion in a Technological Age
   B. Perspectives on Ethics in Persuasion
   C. Approaches to Persuasion Research
      1. Qualitative
      2. Quantitative
   D. Content Premises in Persuasion
      1. Types of Evidence
      2. Types of Reasoning
      3. Logical Syllogisms
      4. Toulmin Format
E. The Making, Use, and Misuse of Symbols
   1. Langer’s Approach
   2. Semantic Approach
   3. Burke’s Approach
   4. Semiotic approach
F. Audience-Topic Analysis for Purpose of Message Design
G. Message Design
   1. For structure
   2. For motive appeal
   3. For logical appeal
   4. For ethos

H. Modern Media and Persuasion
I. The Use of Persuasion in Advertising

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
   Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

   Instructors of this course might conduct the course using the following methods:
   1. Lecture
   2. Performance
   3. Extensive use will be made of audio-visual facilities
   4. Oral and written feedback

5. TYPICAL ASSIGNMENTS

   Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   1. Prepare and practice four speeches utilizing various persuasive designs.
   2. Critique several outside speakers per term.
   3. Daily textbook readings and other supplementary readings
   4. Write two essays per term.

   Quality: Assignments require the appropriate level of critical thinking.
1. Critiques of student speeches
   Example Prompt: Did the speaker use Monroe's Motivated Sequence effectively? Were you persuaded? Explain your answer.

2. Midterm and Final Exam Essays
   Example Question: Define and apply Toulmin's Model to a modern day rhetorical message. Given your application, is the message effective. Explain your answer.

3. Logical Fallacy Paper
   Example Prompt: Chose a letter in the "Opinions" section of The Modesto Bee and identify any logical fallacies to the letter. What would you do to correct the fallacies?

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
   A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   prepare, deliver, listen to, and effectively analyze persuasive messages in a variety of settings.

   B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:

   1. Recall classic theories of persuasion including the nature and role of LOGOS, PATHOS & ETHOS.
      A. FORMATIVE ASSESSMENT:
      ● Speaking and writing assignments

      B. SUMMATIVE ASSESSMENT:
      ● Evaluation of at least one major paper
      ● Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event
      ● Final examinations emphasizing both concepts and applications of persuasion

   2. Relate the role of advocacy and persuasion in free society.
      B. SUMMATIVE ASSESSMENT:
      ● Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event
      ● Final examinations emphasizing both concepts and applications of persuasion

   3. Identify a basic survey of modern research findings concerning persuasion.
      B. SUMMATIVE ASSESSMENT:
      ● Final examinations emphasizing both concepts and applications of persuasion
4. Research and prepare oral and written persuasive communications adapted to a variety of receiver situations.

   B. SUMMATIVE ASSESSMENT:
   ● 9-10 minute policy speech

5. Analyze persuasive communications in terms of their logical, emotional and personal persuasive appeals.

   A. FORMATIVE ASSESSMENT:
   ● Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   ● Evaluation of at least one major paper
   ● Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event
   ● Final examinations emphasizing both concepts and applications of persuasion

6. Analyze epidictic situations and prepare presentations suited to those situations.

   A. FORMATIVE ASSESSMENT:
   ● Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   ● 9-10 minute policy speech
   ● Final examinations emphasizing both concepts and applications of persuasion

7. Examine print, audio and video records of advocacy.

   A. FORMATIVE ASSESSMENT:
   ● Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   ● Evaluation of at least one major paper
   ● Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event

8. Prepare a series of persuasive messages.

   A. FORMATIVE ASSESSMENT:
   ● Speaking and writing assignments

   B. SUMMATIVE ASSESSMENT:
   ● 9-10 minute policy speech

9. Prepare one major paper describing and evaluating a persuasive event, performer or campaign.

   B. SUMMATIVE ASSESSMENT:
   ● Rhetorical analysis (10 pages) applying one of the models of persuasion from
the textbook to analyze a current persuasive event

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. Speaking and writing assignments
2. Oral persuasive presentations, evaluated for both form and content including:
   3-4 minute speech to convince
   5-6 minute speech to convince
3. Mid-term examination

B. SUMMATIVE ASSESSMENT:

1. 9-10 minute policy speech
2. Evaluation of at least one major paper
3. Rhetorical analysis (10 pages) applying one of the models of persuasion from the textbook to analyze a current persuasive event
4. Final examinations emphasizing both concepts and applications of persuasion
Proposal Impact

SPCOM 110 Persuasion
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *New Program*
2. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
4. Speech Communication null *New Program*
SPCOM 115 - Forensics Platform Speeches

Action Type: New Course
Effective:
Primary Author: Todd Guy
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E   State Classification: A
Open Entry/Open Exit: No   Work Experience: No

Instructor Load

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Material Fees

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Program: Speech Communication Award: A.A. Degree Major
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 115 - Forensics Platform Speeches 2 Unit(s)

Principles of applied speech communication through participation in competitive speech performances. Students will participate in intercollegiate forensics. Competitive events include informative speaking, persuasive speaking, communication analysis, speech to entertain, after dinner speaking, extemporaneous speaking, and impromptu speaking.

Course is repeatable - four completions allowed Field trips are required.

Transfer to CSU only.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
   1. Demonstrations
   2. Performance of student
   3. Group discussions
   4. Individual conferences
   5. Decisions and critique of judges

5. TYPICAL ASSIGNMENTS
   Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
   Researching topics for speeches
   Collecting material for composing speeches
   Developing the outline for a speech
   Developing the full-text of a speech
   Rehearsing delivery of the speech
   Quality: Assignments require the appropriate level of critical thinking.
   Prepare a 10 minute Informative speech
   Prepare a 10 minute Persuasive speech
   Create an index of articles from National and International topics in the past 3 months.

6. TEXTS AND OTHER READINGS
   A. There is no text required for competitive forensics. Student knowledge is gained from coaches and judges.

III. DESIRED LEARNING
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   utilize research and documentation skills to effectively prepare a platform speech.
   Students will be prepared to apply various rhetorical strategies while analyzing and adapting speeches for diverse audiences and settings to create speeches that are cogent, professional, and engaging.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.
   REQUIRED LEARNING GOALS
   Upon satisfactory completion of this course, the student will be able to:

IV. METHODS OF MEASURING STUDENT PROGRESS
A. FORMATIVE ASSESSMENT:
1. Performance of student
2. Individual conferences
3. Decisions and critiques of judges

B. SUMMATIVE ASSESSMENT:
1. Performance of student
2. Individual conferences
3. Decisions and critiques of judges
Proposal Impact

SPCOM 115 Forensics Platform Speeches
**New Course**
Todd Guy

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
SPCOM 120 - Oral Reading / Interpretation

Action Type: Course Revision Major
Effective:
Primary Author: Charles Mullins
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: E
SAM Code: E
State Classification: A
Open Entry/Open Exit: No
Work Experience: No

Instructor Load

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These items have continuing value because:

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

The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 120 - Oral Reading / Interpretation 3 Unit(s)

Skills in oral interpretation of literature; choice of material, involvement with material; communication of author's thought, emotion and language; expanded knowledge of literature and literary forms. Credit given for either THETR 120 or SPCOM 120, but not both.

Course is not repeatable Field trips are not required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. The Importance, Nature and Function of Oral Reading
   1. Basic considerations
   2. Goals of voice training
   3. The relationship of mind, body, and voice
B. Voice and Body as Instruments of Oral Communication
   1. Voice
      a. The respiratory and vocal mechanisms
      b. Phonation, articulation, resonance
      c. The application of inflection, variety of pitch, tempo, force, and quality to oral reading
   2. Body
      a. Poise
      b. Posture
      c. Controlled movement and gesture
      d. Eye contact
   C. Getting the Meaning
1. The thought content – recognition and use of*
   a. Logical elements
   b. Rhetorical elements
2. The emotional content – recognition and use of the elements pertaining to mood, and their application to oral reading*
3. Techniques of analysis applied to the reading of specific types of literature*

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**
Pre-requisite(s): None

**3. HOURS OF INSTRUCTION PER TERM**

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**4. TYPICAL METHODS OF INSTRUCTION**

Instructors of this course might conduct the course using the following methods:
1. Lecture, discussions, reading and writing
2. Photographic slides, video tapes, films, audio tapes, records, CDs and handouts to supplement lecture, discussion and reading
3. Performance exercises used to illustrate styles and approaches to the performance of literature
4. Guest lectures and/or workshops by interpretation experts

**5. TYPICAL ASSIGNMENTS**

**Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)**
1. Rehearse performances of prose, poetry, and dramatic literature to a minimum of 15 and a maximum of 21 minutes.

2. Written portfolios for each selection to be performed including background material, analysis of the genre, historical information, author biography, rhetorical analysis of the message of the literature, and a performance issue analysis particular to the genre.

3. Written critiques of outside performances to include constructive criticism of performance issues relevant to the particular genre being performed.


**Quality: Assignments require the appropriate level of critical thinking.**
1. Written critiques of in class student performances.
   Example Prompt: How did the interpreter's use of voice enhance the quality of the performance?

2. Performance portfolios including analysis of the literature to be performed by the student.
   Example Prompt: What would you argue is the author's rhetorical intent by this selection? Use excerpts from the material to justify your claims.

3. Midterm and Final Examinations
   Example Essay Question: Define and appropriately apply Toulmin's Model of Argument to the attached selection. What would you argue is the author's rhetorical message?

6. TEXTS AND OTHER READINGS

III. DESIRED LEARNING
A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   Identify genre of literature (prose, poetry, drama), analyze the major themes of the literature, as well as prepare and properly perform the literature. The student will also be able to provide constructive criticism for oral interpretation performances.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. Identify the essential elements of the vocal and respiratory mechanism and their relationships to oral expression
   A. FORMATIVE ASSESSMENT:
   ● Midterm examinations
   ● Unit Quizzes

2. Define the meaning of inflection, pitch, tempo, force and quality and their use in oral expression
   A. FORMATIVE ASSESSMENT:
   ● Midterm examinations
   ● Unit Quizzes
B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Written examinations to include essays
- Critiques and judgments written out of class

3. Apply the processes of phonation, resonance and articulation to the performance of literature

A. FORMATIVE ASSESSMENT:
- Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Class presentations of oral interpretation projects

4. Correctly identify the difference between thought content and emotional content as they apply to oral interpretation performance

A. FORMATIVE ASSESSMENT:
- Midterm examinations
- Unit Quizzes

B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Written examinations to include essays
- Critiques and judgments written out of class

5. Identify the construction and language of expository and narrative prose, lyric and narrative poetry

A. FORMATIVE ASSESSMENT:
- Midterm examinations
- Unit Quizzes

B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Written examinations to include essays
- Critiques and judgments written out of class

6. Identify the importance of word meanings, phrasing, stress, the use of pause and the prolonging of sounds

A. FORMATIVE ASSESSMENT:
- Midterm examinations
- Unit Quizzes

B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Written examinations to include essays
- Critiques and judgments written out of class
7. Analyze reading materials utilizing the principles of literary criticism*
   
   A. FORMATIVE ASSESSMENT:
   - Midterm examinations
   - Unit Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Group discussions / evaluations
   - Written examinations to include essays
   - Critiques and judgments written out of class

8. Interpret aloud various forms and genre of literature*

   A. FORMATIVE ASSESSMENT:
   - Performance issue exercises

   B. SUMMATIVE ASSESSMENT:
   - Class presentations of oral interpretation projects

9. Discover oral interpretation of literature as a fine art*

   A. FORMATIVE ASSESSMENT:
   - Midterm examinations
   - Unit Quizzes

   B. SUMMATIVE ASSESSMENT:
   - Group discussions / evaluations
   - Written examinations to include essays
   - Critiques and judgments written out of class

10. Improve pronunciation of sounds and words

    A. FORMATIVE ASSESSMENT:
    - Performance issue exercises

    B. SUMMATIVE ASSESSMENT:
    - Class presentations of oral interpretation projects

11. Identify faults in own speech and in that of others

    A. FORMATIVE ASSESSMENT:
    - Performance issue exercises

    B. SUMMATIVE ASSESSMENT:
    - Class presentations of oral interpretation projects
    - Group discussions / evaluations
    - Critiques and judgments written out of class

12. Develop a good voice which is vital, flexible, expressive, intelligible, and pleasing
13. Develop a poised, controlled, expressive body

A. FORMATIVE ASSESSMENT:
- Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Class presentations of oral interpretation projects

14. Analyze reading materials for logical and emotional content*

A. FORMATIVE ASSESSMENT:
- Midterm examinations
- Unit Quizzes

B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Written examinations to include essays
- Critiques and judgments written out of class

15. Respond to logical and emotional meanings both physically and vocally

A. FORMATIVE ASSESSMENT:
- Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Class presentations of oral interpretation projects
  - Group discussions / evaluations

16. Convey meaning and emotional values adequately to listeners

A. FORMATIVE ASSESSMENT:
- Performance issue exercises

B. SUMMATIVE ASSESSMENT:
- Class presentations of oral interpretation projects

17. Listen critically to oral reading by others in class, on radio, and on television

B. SUMMATIVE ASSESSMENT:
- Group discussions / evaluations
- Critiques and judgments written out of class

18. Discuss meaning and emotional values intelligently, orally and in writing
IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Midterm examinations
2. Unit Quizzes
3. Performance issue exercises

B. SUMMATIVE ASSESSMENT:
1. Class presentations of oral interpretation projects
2. Group discussions / evaluations
3. Written examinations to include essays
4. Critiques and judgments written out of class
Proposal Impact

SPCOM 120 Oral Reading / Interpretation
**Course Revision Major**
Charles Mullins

Courses

1. SPCOM 124 *Active*
2. THETR 124 *Active*

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
2. Speech Communication A.A. Degree Major *New Program*
SPCOM 122 - Introduction to Readers' Theatre

Action Type: Course Revision Major
Effective:
Primary Author: Todd Guy
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 122 - Introduction to Readers' Theatre
3 Unit(s)

Study of oral interpretation principles as they apply to group and choral reading. Emphasis will be placed upon the preparation and performance of Readers' Theatre productions. Students are provided the necessary theory, practice for performance and criticism to enhance skills for development and oral presentation of Readers' Theatre material.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Introduction to the course
      1. Its purposes and procedures
      2. Selecting and adapting material
      3. Creating a Readers’ Theatre script

   B. Further study relating to the voice and body as tools for effective oral interpretation

   C. The study of literary analysis as a key to understanding literature

   D. Individual thematic reading program

   E. The adaption of children’s literature to a Readers’ Theatre script*

   F. Play cutting*

   G. Short story or novel adaptation*

   H. Use of poetry in Readers’ Theatre*
I. Development of a thematic program drawing upon any and all appropriate forms of literature*

**B. RECOMMENDED**

**2. ENROLLMENT RESTRICTIONS**

Pre-requisite(s): None

**3. HOURS OF INSTRUCTION PER TERM**

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**4. TYPICAL METHODS OF INSTRUCTION**

Instructors of this course might conduct the course using the following methods:
1. Lectures, discussions, reading and writing
2. Photographic slides, video tapes, films, audio tapes and handouts to supplement lecture, discussion and reading
3. Performance exercises used to illustrate styles and approaches to Readers’ Theatre performance
4. Field trips to professional community and educational theatre performances
5. Guest lectures and/or workshops by Readers’ Theatre experts

**5. TYPICAL ASSIGNMENTS**

**Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Finding materials to adapt and create 5 scripts per term
B. Creation of 5 scripts per term, ranging from 2-6 typed pages
C. Memorization of lines for 5 performances per term
D. Rehearsal of movement and vocal inflection for 5 performances per term
E. Attendance at 1-4 outside performances per term
F. Write 2-page evaluations of performances attended per term

**Quality:** Assignments require the appropriate level of critical thinking.

A. Attend Speech Night and analyze the literature selection, character development, and stage composition.
B. Find a Poem, Children's Story, Periodical material, Short Story and adapt material into a script to be performed in class.

**6. TEXTS AND OTHER READINGS**


**III. DESIRED LEARNING**
A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
perform with others effectively in public settings and follow a structured readers theatre process, which includes selection, adaptation and presentation of literature.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:
1. Describe the basic forms / styles of Readers’ Theatre performance
   A. FORMATIVE ASSESSMENT:
   ● Oral reports analyzing and evaluating performance projects

   B. SUMMATIVE ASSESSMENT:
   ● Oral reports analyzing and evaluating performance projects
   ● Written critical evaluations of professional and educational theatre performances

2. Identify the literary materials suitable for Readers’ Theatre performance
   A. FORMATIVE ASSESSMENT:
   ● Original written Readers’ Theatre script adaptations
   ● Oral reports analyzing and evaluating performance projects

   B. SUMMATIVE ASSESSMENT:
   ● Original written Readers’ Theatre script adaptations
   ● Oral reports analyzing and evaluating performance projects
   ● Written critical evaluations of professional and educational theatre performances

3. Define Readers’ Theatre and distinguish Readers’ Theatre from other performance forms
   A. FORMATIVE ASSESSMENT:
   ● Oral reports analyzing and evaluating performance projects

   B. SUMMATIVE ASSESSMENT:
   ● Oral reports analyzing and evaluating performance projects
   ● Written critical evaluations of professional and educational theatre performances

4. Apply the knowledge gained in classroom exercises and assignments to the construction of a Readers’ Theatre script
   A. FORMATIVE ASSESSMENT:
   ● Original written Readers’ Theatre script adaptations

   B. SUMMATIVE ASSESSMENT:
   ● Original written Readers’ Theatre script adaptations
5. Stage a Readers’ Theatre script for performance

A. FORMATIVE ASSESSMENT:
   • Class presentations of Readers’ Theatre projects
   • Oral reports analyzing and evaluating performance projects

B. SUMMATIVE ASSESSMENT:
   • Class presentations of Readers’ Theatre projects
   • Oral reports analyzing and evaluating performance projects

6. Apply the principles of effective group performance (vocal, physical and sensory) to Readers’ Theatre presentation

A. FORMATIVE ASSESSMENT:
   • Class presentations of Readers’ Theatre projects
   • Oral reports analyzing and evaluating performance projects

B. SUMMATIVE ASSESSMENT:
   • Class presentations of Readers’ Theatre projects
   • Oral reports analyzing and evaluating performance projects
   • Written critical evaluations of professional and educational theatre performances

7. Explain the value of Readers’ Theatre performance as a pedagogical tool. (The ability to describe the relationship of Readers’ Theatre performance to other forms of theatrical presentation.)

A. FORMATIVE ASSESSMENT:
   • Oral reports analyzing and evaluating performance projects

B. SUMMATIVE ASSESSMENT:
   • Oral reports analyzing and evaluating performance projects
   • Written critical evaluations of professional and educational theatre performances

8. Explain the principles of literary analysis and criticism as they apply to the evaluation of multicultural material suitable to Readers’ Theatre performance.*

A. FORMATIVE ASSESSMENT:
   • Original written Readers’ Theatre script adaptations
   • Oral reports analyzing and evaluating performance projects

B. SUMMATIVE ASSESSMENT:
   • Original written Readers’ Theatre script adaptations
   • Oral reports analyzing and evaluating performance projects
   • Written critical evaluations of professional and educational theatre performances

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Original written Readers’ Theatre script adaptations
2. Class presentations of Readers’ Theatre projects
3. Oral reports analyzing and evaluating performance projects

**B. SUMMATIVE ASSESSMENT:**

1. Original written Readers’ Theatre script adaptations
2. Class presentations of Readers’ Theatre projects
3. Oral reports analyzing and evaluating performance projects
4. Written critical evaluations of professional and educational theatre performances
Proposal Impact

SPCOM 122 Introduction to Readers’ Theatre
**Course Revision Major**
Todd Guy

Courses

1.  SPCOM 124 *Active*
2.  SPCOM 124 *Launched*
3.  THETR 124 *Active*

Cross Listed Courses

1.  THETR 122 Active

Programs

1.  Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
2.  Speech Communication A.A. Degree Major *New Program*
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - C1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
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I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 123 - Storytelling 3 Unit(s)

Introduction to the art of storytelling focusing on the preparation and presentation of literature. Emphasis is placed upon selection of materials, analysis, preparation, and presentation of various genres of stories. Designed to develop the adult reader's knowledge, critical ability and appreciation of literature, as well as critical listening of others sharing literature.

Course is not repeatable Field trips may be required.

Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED
   A. Development of storytelling from primitive cultures to the present
   B. Folk literature, narrative poetry, realistic stories, creative dramatics
   C. Choosing the story for the appropriate audience
   D. Preparation and presentation of the story
   E. Dramatic play
   F. Listening for storytelling
   G. Visual aids for storytelling
   H. Student presentation of story acting
   I. Telling stories in situations outside the classroom: nursery schools, public and private schools, and hospitals

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Materials will be presented through lecture, discussion, reading, and writing
2. Performance exercises used to illustrate styles and approaches to the performance of literature
3. Video tapes, films, audio tapes and handouts to supplement lecture, discussion and reading
4. Guest lectures and/or workshops by storytelling experts

5. TYPICAL ASSIGNMENTS

**Quantity:** Hours spent on assignments in addition to hours of instruction (lecture hours)

1. Students will read one to two chapters in their textbook every week.
2. Students will prepare for two exams in class per term.
3. Students will prepare and rehearse one personal story per term.
4. Students will prepare and rehearse four stories from literature per term.
5. Students will prepare telling guides for the stories they perform from literature.

**Quality:** Assignments require the appropriate level of critical thinking.

1. Typical storytelling performances
   Find, edit, and prepare an oral tradition story.
   Find, edit, and prepare a fantasy or science fiction story.

2. Typical exam questions
   Performance anxiety can be useful, true or false.
   Discuss the five aspects of time-based language in an essay question.

6. TEXTS AND OTHER READINGS
B. Syllabus packet that students purchase at the bookstore.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
design, research, edit, and deliver stories from a variety of genres.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Identify the principal guidelines for selecting appropriate literature to perform before an audience.
   A. FORMATIVE ASSESSMENT:
   • Group discussion
   
   B. SUMMATIVE ASSESSMENT:
   • Written examinations to include essays

2. Identify and utilize the basic vocal and physical skills required in the performance of literature.
   A. FORMATIVE ASSESSMENT:
   • In-class storytelling presentations
   • Verbal and/or written feedback from instructor and peers
   
   B. SUMMATIVE ASSESSMENT:
   • In-class storytelling presentations
   • Verbal and/or written feedback from instructor and peers
   • Written examinations to include essays

3. Distinguish different forms and genres of literature.
   A. FORMATIVE ASSESSMENT:
   • Group discussion
   
   B. SUMMATIVE ASSESSMENT:
   • Written examinations to include essays

4. Adapt the folklore and mythology of different cultures for presentation to various audiences.*
   A. FORMATIVE ASSESSMENT:
   • In-class storytelling presentations
   
   B. SUMMATIVE ASSESSMENT:
5. Identify the value of storytelling as a pedagogical tool.

   A. FORMATIVE ASSESSMENT:
   - Group discussion

   B. SUMMATIVE ASSESSMENT:
   - Written examinations to include essays

6. Identify the relationships of storytelling to other forms of performance.

   A. FORMATIVE ASSESSMENT:
   - Group discussion
   - Critiques of outside class performances

   B. SUMMATIVE ASSESSMENT:
   - Written examinations to include essays

7. Apply the knowledge gained in the classroom to the preparation and presentation of storytelling projects.

   A. FORMATIVE ASSESSMENT:
   - In-class storytelling presentations
   - Verbal and/or written feedback from instructor and peers
   - Critiques of outside class performances

   B. SUMMATIVE ASSESSMENT:
   - In-class storytelling presentations
   - Verbal and/or written feedback from instructor and peers
   - Written examinations to include essays

8. Evaluate student performances.

   A. FORMATIVE ASSESSMENT:
   - Verbal and/or written feedback from instructor and peers

   B. SUMMATIVE ASSESSMENT:
   - Verbal and/or written feedback from instructor and peers

9. Identify the principles of literary analysis as they apply to various forms of literature.

   A. FORMATIVE ASSESSMENT:
   - Group discussion
   - Critiques of outside class performances

   B. SUMMATIVE ASSESSMENT:
   - Written examinations to include essays
10. Present storytelling projects applying literary and performance standards to each performance.

A. FORMATIVE ASSESSMENT:

- In-class storytelling presentations

B. SUMMATIVE ASSESSMENT:

- In-class storytelling presentations

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:

1. In-class storytelling presentations
2. Verbal and/or written feedback from instructor and peers
3. Group discussion
4. Critiques of outside class performances

B. SUMMATIVE ASSESSMENT:

1. In-class storytelling presentations
2. Verbal and/or written feedback from instructor and peers
3. Written examinations to include essays
Proposal Impact

SPCOM 123 Storytelling
**Course Revision Major**
Kimberly Gyuran

Courses

Cross Listed Courses

1. THETR 123 Active

Programs

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
2. Speech Communication A.A. Degree Major *New Program*
SPCOM 124 - Advanced Readers' Theatre

Action Type: Course Revision Major
Effective:
Primary Author: Todd Guy
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1506.00  SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Recommended for success: SPCOM 122 and THETR 122
I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 124 - Advanced Readers' Theatre 3 Unit(s)

Continued development of the construction and direction of Readers' Theatre performances suitable for public presentation. Emphasis on analysis of reading materials and helping others enhance communication skills through vocal control and physical expression.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Advanced principles of literature in performance

1. Literary analysis: theme, plot, characters, setting, style
2. Styles of performance: Chamber Theatre, Story Theatre, Documentary Readers' Theatre
3. Script adaptation: story adaptation and the compiled script

B. Directing the Readers' Theatre project

1. Principles and methods of direction
2. Preparation of a rehearsal schedule
3. Directing the novice student in appropriate vocal, physical and sensory elements of performance
4. Directing the novice student in the appropriate style of Readers' Theatre presentation
C. The adaptation and direction of a term project: development of a thematic program drawing upon appropriate forms of literature*

D. Analysis and evaluation of student and professional performances

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Lecture, discussion, reading and writing
2. Video tapes, DVDs, and handouts to supplement lecture, discussion and reading
3. Performance exercises used to illustrate advanced styles and approaches to Readers' Theatre performance
4. Community performances at local elementary schools
5. Field trips to professional, community and educational theatre performances may be utilized
6. Guest lectures and/or workshops by Readers' Theatre experts

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Collection of material for a 10-15 minute periodical readers theatre script.
B. Adaptation of periodical material in creation of script.
C. Collection of a variety of material to construct one 25-minute final script.
D. Creation of one 25-minute readers theatre script using a variety of material.
E. Adaptation and blocking of 4 scripts, per term, ranging from 2-6 pages long.
F. Attendance of 2-4 outside-of-class performances, per term.
G. Write 2-3 page critiques of outside-of-class performances, per term.

Quality: Assignments require the appropriate level of critical thinking.

A. Choose one Children's Literature script from those provided and adapt the script for the number of people in your cast. Block and direct your cast for an in-class performance
B. Compose a 25-minute Readers Theatre script utilizing a variety of material all focused on a central theme. The program should promote a message that will come
from the material you choose.

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:
Collect material appropriate for a selected audience, adapt material into a script format, and direct performers to perform the material. In the direction process they will be prepared to aid performers in enhancing their vocal and physical abilities for their performances.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

1. Define interpretation of literature as a performance art form.
   A. FORMATIVE ASSESSMENT:
   • Critical evaluations of student and professional performances

2. Apply the principles of literary criticism to the formation of a Readers' Theatre project.
   A. FORMATIVE ASSESSMENT:
   • Creation and adaptation of Readers Theatre Scripts
   • Direction of smaller student projects

3. Describe the basic principles of Readers' Theatre performance direction.
   A. FORMATIVE ASSESSMENT:
   • Direction of smaller student projects
   • Critical evaluations of student and professional performances

4. Apply the knowledge gained in Readers' Theatre performance to the direction of
5. Evaluate the text and performance of student projects.

A. FORMATIVE ASSESSMENT:
- Direction of smaller student projects

B. SUMMATIVE ASSESSMENT:
- Direction of smaller student projects
- Term project: advanced script adaptation, rehearsal and performance

6. Analyze multicultural literary texts for structure, form, logical and connotative values.*

A. FORMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Critical evaluations of student and professional performances

B. SUMMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Critical evaluations of student and professional performances
- Term project: advanced script adaptation, rehearsal and performance

7. Communicate thought and emotion of a literary text in performance.

A. FORMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Direction of smaller student projects

B. SUMMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Direction of smaller student projects
- Term project: advanced script adaptation, rehearsal and performance

8. Demonstrate the preparation and presentation of Readers' Theatre projects to students.

A. FORMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Direction of smaller student projects
B. SUMMATIVE ASSESSMENT:
- Creation and adaptation of Readers Theatre Scripts
- Direction of smaller student projects
- Term project: advanced script adaptation, rehearsal and performance

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Creation and adaptation of Readers Theatre Scripts
2. Direction of smaller student projects
3. Critical evaluations of student and professional performances

B. SUMMATIVE ASSESSMENT:
1. Creation and adaptation of Readers Theatre Scripts
2. Direction of smaller student projects
3. Critical evaluations of student and professional performances
4. Term project: advanced script adaptation, rehearsal and performance
Proposal Impact

SPCOM 124 Advanced Readers' Theatre
**Course Revision Major**
Todd Guy

**Courses**

**Cross Listed Courses**

1. THETR 124 Active

**Programs**

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
2. Speech Communication A.A. Degree Major *New Program*
Curriculum Committee Agenda

Modesto Junior College
SPCOM 125 Course Data Summary Report

SPCOM 125 - Forensics Interpretation Events
Action Type: New Course
Effective:
Primary Author: Todd Guy
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

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

Program Relationships
Program: Speech Communication Award: A.A. Degree Major
Modesto Junior College

SPCOM 125 Course Outline

Effective Date:
Printed On: 10/16/2008 10:55:56 AM MDT

I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 125 - Forensics Interpretation Events 2 Unit(s)

Principles of applied speech communication through participation in competitive interpretation of literature performances. Students will participate in intercollegiate forensics. Competitive events include prose, poetry, drama, duo, and oral interpretation plus readers theatre.

Course is repeatable - four completions allowed Field trips are required.

Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

B. RECOMMENDED

2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:

1. Demonstrations
2. Performance of students
3. Individual conferences
4. Field trips
5. Decisions and critiques of judges

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

Find material to be used in competition.

Cut and adapt the material to be utilized in a 10 minute performance.

Rehearse and refine delivery of the material for performance.

Students will be working on 2-3 performances per term

Quality: Assignments require the appropriate level of critical thinking.

Find prose literature and construct a 10 minutes performance for competition.

Find poetry literature and construct a 10 minute performance for competition.

Find material from a play and construct a 10 minute performance for competition.

6. TEXTS AND OTHER READINGS

A. There is no text required for competitive forensics. Student knowledge is gained from coaches and judges.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

use research, composition, and delivery skills to effectively prepare an interpretation of literature presentation. The student will be able to apply various rhetorical strategies, analyze and adapt presentations for diverse audiences and settings, and create an interpretation of literature presentation that is cogent, professional, and engaging.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS

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

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Performance of student
2. Individual conferences
3. Critic/Judges Critiques

**B. SUMMATIVE ASSESSMENT:**

1. Performance of student
2. Individual conferences
3. Critic/Judges Critiques
Proposal Impact

SPCOM 125 Forensics Interpretation Events
**New Course**
Todd Guy

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
SPCOM 130 - Intercultural Communication

Action Type: Course Revision Major
Effective:
Primary Author: Barbara Adams

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - D3, D7 Requested
IGETC Category: IGETC - 4C, 4G Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

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These items have continuing value because:

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

SPCOM 130 Course Outline

Effective Date: Printed On: 10/16/2008 10:56:43 AM MDT

I. COURSE OVERVIEW

The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 130 - Intercultural Communication 3 Unit(s)

Examines the influence of culture on human communication. Students will learn skills to communicate effectively with people from different cultures. Theoretical and practical models are explored. Emphasis on cultural identity, relationships, stereotyping, prejudice, nonverbal and verbal cues, values, beliefs, and norms.

Course is not repeatable Field trips may be required.

Transfer to CSU and UC.

II. LEARNING CONTENT

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Introduction to the Communication Process
B. Definition of culture and related terms
C. Forces that maintain cultures
D. Cultural similarities and differences
E. Intracultural communication
F. Intercultural communication
G. Cultural patterns and taxonomies
H. Verbal and nonverbal communication
I. Intercultural communication competence skills
J. Obstacles to intercultural communication competence
K. Critical listening/active listening
L. Interpersonal communication and culture
M. Cultural identity, cultural biases, and intercultural contact
N. Basic tools for intercultural competence
O. Ethics of intercultural communication

B. RECOMMENDED

Curriculum Committee Agenda 495 October 21, 2008
2. ENROLLMENT RESTRICTIONS
Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

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4. TYPICAL METHODS OF INSTRUCTION
Instructors of this course might conduct the course using the following methods:
1. Materials will be presented through lecture and discussion.
2. Films and videotapes will be shown which supplement the lectures and readings.
3. Class activities will be completed and analyzed to augment classroom lectures and discussions.
4. Reading and writing assignments.

5. TYPICAL ASSIGNMENTS
Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)
A. Daily reading of text and other reading materials
B. Written homework assignments will be assigned periodically throughout the semester, varying in length from 2-5 pages
C. Research, organization, and preparation for one individual presentation per term
D. Preparation for 2-3 exams per term
E. Research cultural patterns and write on 4-5 page paper per term
F. Research and discuss cultural events in one 3-4 page paper per term
G. Weekly preparation for quizzes

Quality: Assignments require the appropriate level of critical thinking.
A. Research a culture and discuss a minimum of three cultural taxonomies which are present. You may reference the work of Hofstede, Kluckhon & Strodtbeck, or Bond.
B. Typical exam question: List and explain the eight BASIC tools of intercultural competence.
C. Typical exam question: Define intercultural communication.
D. Typical exam question: Define and discuss the relationship of the following obstacles to effective intercultural communication: ethnocentrism, stereotyping, prejudice, and racism.
E. Research your own cultural heritage. In a 3-5 minute presentation, you will describe two cultural traditions specific to the particular culture(s) and share some type of literary or artistic work (e.g., short story, poem, parable, folk tale, etc.).

6. TEXTS AND OTHER READINGS

### III. DESIRED LEARNING

#### A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

effectively communicate with persons from different cultures and in different contexts, and participate in intercultural communication in a competent manner.

#### B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

**REQUIRED LEARNING GOALS**

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

1. Analyze the dynamics of communication between people with different cultural heritages (both international and domestic).
   
   A. **FORMATIVE ASSESSMENT:**
   
   - Objective and essay-type examinations
   - 4-5 page typewritten paper discussing various cultural taxonomies

   B. **SUMMATIVE ASSESSMENT:**
   
   - Final examination

2. Identify diverse cultural orientations, values, and behaviors.

   A. **FORMATIVE ASSESSMENT:**
   
   - Objective and essay-type examinations
   - 4-5 page typewritten paper discussing various cultural taxonomies
   - Class discussions of case studies

   B. **SUMMATIVE ASSESSMENT:**
   
   - Final examination

3. Identify and practice effective communication skills, including critical listening, which lead to intercultural competence.

   A. **FORMATIVE ASSESSMENT:**
   
   - Individual and group presentations
   - Class discussions of case studies

4. Determine when cultural issues are influencing communication and the development of interpersonal relationships.

   A. **FORMATIVE ASSESSMENT:**
   
   - Objective and essay-type examinations
   - Class discussions of case studies

5. Identify the obstacles to effective intercultural communication: ethnocentrism, prejudice, stereotyping, lack of motivation, knowledge or skills.
A. FORMATIVE ASSESSMENT:
- Objective and essay-type examinations

B. SUMMATIVE ASSESSMENT:
- Final examination

6. Describe the basic communication process.

A. FORMATIVE ASSESSMENT:
- Objective and essay-type examinations

7. Define culture and related terms: intracultural communication, intercultural communication.

A. FORMATIVE ASSESSMENT:
- Objective and essay-type examinations

B. SUMMATIVE ASSESSMENT:
- Final examination

8. Compare and contrast verbal and nonverbal communication within various cultures.

A. FORMATIVE ASSESSMENT:
- Objective and essay-type examinations

B. SUMMATIVE ASSESSMENT:
- Final examination

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Objective and essay-type examinations
2. 4-5 page typewritten paper discussing various cultural taxonomies
3. Individual and group presentations
4. Class discussions of case studies

B. SUMMATIVE ASSESSMENT:
1. Final examination
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Barbara Adams
DATE SUBMITTED: 

COURSE PREFIX AND NUMBER: SPCOM 130
COURSE TITLE: Intercultural Communication
EFFECTIVE DATE: 

METHOD OF INSTRUCTION

ONLINE COURSE All class time is done online. Students must have access to a computer with individual e-mail account and access to the World Wide Web. Course has no on-campus meetings.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
<th>TEACHING MODALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone Contact</td>
<td>Web or Computer-based Activities</td>
</tr>
<tr>
<td>E-mail</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>Asynchronous Discussion</td>
<td>Community Activities</td>
</tr>
<tr>
<td>Synchronous Chat</td>
<td>Reading Online Materials</td>
</tr>
<tr>
<td>Individual Meetings</td>
<td>Viewing video/audio Materials</td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how the teaching modalities checked on front side will facilitate instructor/student contact. 

   Telephone contact, e-mail, and asynchronous discussion will enable the student to have access to the instructor and ensure effective instructor/student contact.

2. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ?

   Methods of evaluation are the same as those listed on course outline. One potential difference in evaluation is utilization of technology for online testing.
Proposal Impact

SPCOM 130 Intercultural Communication
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

Programs

1. Speech Communication A.A. Degree Major *New Program*
2. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
4. Speech Communication null *New Program*
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: E State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

<table>
<thead>
<tr>
<th>Course</th>
<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
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<tr>
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Material Fees

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<thead>
<tr>
<th>Item Name</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
</table>

These materials are related to the Student Learning Goals for the course because:

These items have continuing value because:

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)
I. COURSE OVERVIEW
The following information is what will appear in the MJC 2008-2009 Catalog.

SPCOM 145 - Parliamentary Procedure  

1 Unit(s)

Introduction to Parliamentary Procedure. Preparing for and participating in meetings as a member, officer and chairperson. Rank and use of motions.

Course is repeatable - two completions allowed Field trips are not required.

Transfer to CSU only.

II. LEARNING CONTENT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in section III: Desired Learning.

1. COURSE CONTENT

A. REQUIRED

A. Purposes of Parliamentary Procedure
B. Terminology
C. Development of agenda and organization of meetings
D. Organizational structures
E. Constitutions and by-laws
F. Officer responsibilities
G. Member responsibilities
H. Committees - appointment, chairship, function
I. Motions
   1. Main motion
   2. Privileged motions
   3. Subsidiary motions
   4. Incidental motions
   5. Unclassified motions
J. Presentation and disposal of minutes
K. Debate
L. Strategy

B. RECOMMENDED
2. ENROLLMENT RESTRICTIONS

Pre-requisite(s): None

3. HOURS OF INSTRUCTION PER TERM

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4. TYPICAL METHODS OF INSTRUCTION

Instructors of this course might conduct the course using the following methods:
1. Lecture, discussion, reading and writing
2. Mock meetings
3. Videotapes to supplement lecture

5. TYPICAL ASSIGNMENTS

Quantity: Hours spent on assignments in addition to hours of instruction (lecture hours)

A. Daily reading of texts and other materials
B. Preparation for weekly mock meetings
C. Study and preparation for weekly quizzes and/or exams
D. Prepare and compile one student portfolio/binder, per term

Quality: Assignments require the appropriate level of critical thinking.

A. Organize and conduct a mock meeting, following parliamentary procedure.
B. Typical exam question: T/F The motion to Postpone Indefinitely is used when a member of the assembly wishes to avoid a direct vote on the question.
C. Observe a meeting in which parliamentary procedure is utilized, then write a summary of the meeting.
D. Prepare a sample agenda.
E. Typical exam question: M/C Which motion below could be made so that the chair would be called on to enforce a violated rule? a. Point of order b. Appeal c. Suspend the Rules d. Parliamentary Inquiry

6. TEXTS AND OTHER READINGS


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:
identify the purposes of parliamentary procedure and effectively conduct and/or participate in meetings utilizing Robert's Rules of Order.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

REQUIRED LEARNING GOALS
Upon satisfactory completion of this course, the student will be able to:

1. First Completion Objectives
   A. FORMATIVE ASSESSMENT:
      • Exams
      • Class discussion and participation in mock meetings

   B. SUMMATIVE ASSESSMENT:
      • Final exam (essay and objective)
      • Class discussion and participation in mock meetings

2. Demonstrate skills to become a functional chairperson of an organization.
   A. FORMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

   B. SUMMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

3. Demonstrate skills to be a functional officer of an organization.
   A. FORMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

   B. SUMMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

4. Demonstrate skills to be a functional member of an organization.
   A. FORMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

   B. SUMMATIVE ASSESSMENT:
      • Class discussion and participation in mock meetings

5. Identify the purposes of parliamentary procedure.
   A. FORMATIVE ASSESSMENT:
      • Exams
      • Class discussion and participation in mock meetings
B. SUMMATIVE ASSESSMENT:
- Final exam (essay and objective)
- Class discussion and participation in mock meetings

6. Identify the motions used in parliamentary procedure and where they would best apply.

A. FORMATIVE ASSESSMENT:
- Exams
- Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
- Final exam (essay and objective)
- Class discussion and participation in mock meetings

7. Develop agendas and organize meetings.

A. FORMATIVE ASSESSMENT:
- Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
- Class discussion and participation in mock meetings

8. Present, debate, and dispose of motions.

A. FORMATIVE ASSESSMENT:
- Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
- Class discussion and participation in mock meetings

9. Identify the organizational structures, constitutions, and by-laws.

A. FORMATIVE ASSESSMENT:
- Exams

B. SUMMATIVE ASSESSMENT:
- Final exam (essay and objective)

10. Second Completion Objectives

A. FORMATIVE ASSESSMENT:
- Exams
- Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
- Final exam (essay and objective)
- Class discussion and participation in mock meetings

11. Apply parliamentary strategy in meetings.
A. FORMATIVE ASSESSMENT:
• Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
• Class discussion and participation in mock meetings

12. Utilize the following motions properly: referral, amendment, postpone indefinitely, adjourn to a set time.

A. FORMATIVE ASSESSMENT:
• Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
• Class discussion and participation in mock meetings

13. Explain the precedence of motion.

A. FORMATIVE ASSESSMENT:
• Exams
• Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
• Final exam (essay and objective)
• Class discussion and participation in mock meetings

14. Demonstrate advanced level debate skills.

A. FORMATIVE ASSESSMENT:
• Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
• Final exam (essay and objective)

IV. METHODS OF MEASURING STUDENT PROGRESS

A. FORMATIVE ASSESSMENT:
1. Exams
2. Class discussion and participation in mock meetings

B. SUMMATIVE ASSESSMENT:
1. Final exam (essay and objective)
2. Class discussion and participation in mock meetings
Proposal Impact

SPCOM 145 Parliamentary Procedure
**Course Revision Major**
Barbara Adams

Courses

Cross Listed Courses

1. AGGE 145 Active

Programs

1. Speech Communication A.A. Degree Major *A.A. Degree Major Revision*
2. Speech Communication A.A. Degree Major *New Program*
Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

College: Modesto Junior College  
District: Yosemite Community College District  
Contact Person: Daniel Keller  
Phone #: (209) 575-7895  
E-mail: kellerd@mjc.edu

Date Form Submitted: June 3, 2008

Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

☒ 1. Non-substantial change to previously approved program
☐ 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:

☐ 3. Remove/Delete entry from current college program inventory
☐ 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:

Increase degree requirements for A. A. degree in Music from 20 units to 30-34 units. This will better align the A. A. with the first two years’ requirements for music degrees at four-year institutions (CSU/UC/private).

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<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
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<td>N/A – Unique code cannot change.</td>
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<tr>
<td>B T.O.P. Code</td>
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<td>C Local Title</td>
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<td>E Degree Units</td>
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<td>F Degree Type</td>
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<td>N/A – No change</td>
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<td>G Year Approved</td>
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<td>2008</td>
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<td>H Transfer Status</td>
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<tr>
<td>I Occupational Status</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
<td></td>
</tr>
<tr>
<td>J Date Program Change Approved by Curriculum Committee (month/year)</td>
<td>September/08 (projected)</td>
<td></td>
</tr>
<tr>
<td>K Comments (appear on Inventory of Approved and Projected Programs)</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
Music Program (for 2008-2009 Catalog)

The MJC Music Program offers courses for students wishing to earn an associate’s degree in music, general education courses for non-music majors, and courses designed for community members. These include a comprehensive curriculum of music theory and musicianship. Ensemble and production courses include Concert and Symphonic Bands, Day and Evening Jazz Bands, Concert and Chamber Choirs, Masterworks Chorus, Community Orchestra, Guitar Orchestra, opera/musical theatre productions, chamber music performances, and electronic music productions. The program also offers applied studies in piano, organ, harpsichord, guitar, voice, violin/viola, cello/bass, woodwinds, and brass/percussion, as well as survey courses such as Music Appreciation, Introduction to World Music, Introduction to American Popular Music, and History of Western Music.

Repeat Limitations on Applied Music and Ensemble Courses
The following limitations apply to all activities listed under Applied Music and Ensembles: each activity is limited to a maximum of four enrollments, regardless of the skill level of the individual courses. For example, a student may enroll, a) in beginning piano four times or b) twice in beginning piano and twice in intermediate piano. In either of these cases, the student cannot enroll in any additional piano courses because the maximum of four piano courses has been met. Students who have met the limit of repetition may audit the course by registering in the Community Education Office.

A.A. Degree: Music
To earn an Associate in Arts Degree, the student must complete the MJC Associate Degree Requirements, in addition to the following coursework (except where listed as recommended). Students who plan to transfer to a four-year school are strongly advised to meet with a member of the music faculty.

REQUIRED PREREQUISITES
MUST 101 [P] Music Fundamentals 1 3 OR
MUST 111 [P] Music Theory Review 1 OR
Satisfactory score on music theory placement examination offered during the first meeting of MUST 111 and/or MUST 121. Students who do not meet entrance proficiencies will be encouraged to enroll in MUST 101 or MUST 111 prior to enrollment in MUST 121.

RECOMMENDED PREREQUISITES
MUST 116 [P] Rhythmic Skills 1

REQUIRED COURSES

MUSIC THEORY 20
MUST 121 [1] Music Theory 1 3
MUST 131 [1] Aural Skills 1 1
MUST 132 [2] Aural Skills 2 1
MUST 133 [3] Aural Skills 3 1
MUST 134 [4] Aural Skills 4 1
MUST 135 [1] Practica Musica 4

ENSEMBLE 4 or 8*
Any of the following* (repeated individually, or combined with each other to equal the required number of units—see Repeat Limitations above)
- MUSE 145 Guitar Orchestra 1
- MUSE 155 Concert Choir 1
- MUSE 161 Community Orchestra 1
- MUSE 175 Symphonic Band 2
- MUSE 185 Jazz Band 1

*Students whose primary instrument is woodwinds, brass, or percussion and who intend to participate in the Symphonic Band as their primary ensemble must enroll for a total of 8 units.

APPLIED MUSIC 4
Any course listed under the Applied Music heading (MUSA) in the Catalog of Courses* (repeated individually, or combined with each other to equal the required number of units—see Repeat Limitations above)

*Music majors will typically combine ensembles and applied studies according to their primary instrument/voice. Vocalists will enroll in Concert Choir and the appropriate applied voice course. Orchestral instrumentalists will enroll in Community Orchestra and the appropriate applied strings course. Band instrumentalists will enroll in Symphonic Band and/or Jazz Band and applied woodwinds or
brass/percussion. Guitarists will enroll in Guitar Orchestra and the appropriate applied guitar class. Students are strongly advised to seek the advice of a music faculty member specializing in his/her primary instrument/voice when choosing ensemble and applied music courses.

**PIANO**

Any of the following (repeated individually, or combined with each other to equal the required number of units—see Repeat Limitations above)

- MUSA 121 Elementary Piano 1
- MUSA 122 Piano Enrichment 1
- MUSA 123 Intermediate Piano 1
- MUSA 124 Advanced Piano 1

**Students whose primary instrument is piano may count their applied studies in piano toward this requirement.**

TOTAL UNITS IN THE A. A. DEGREE IN MUSIC 30 or 34

RECOMMENDED MUSIC ELECTIVES

**ENSEMBLE**

Any ensemble other than the student’s primary ensemble (Students are advised to seek the advice of a faculty member directing that ensemble to determine if he/she has the appropriate experience to succeed in the ensemble.)

**APPLIED MUSIC**

Any applied music course other than that in the student’s primary instrument/voice (Students are advised to seek the advice of a faculty member specializing in that instrument/voice to determine which level of course is appropriate.)

**OTHER**

<table>
<thead>
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<th>Course</th>
<th>Units</th>
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<tr>
<td>MUSG 121 History of Western Music 1</td>
<td>3</td>
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<tr>
<td>MUSG 122 History of Western Music 2</td>
<td>3</td>
</tr>
<tr>
<td>MUSE 191 Conducting 1</td>
<td>1</td>
</tr>
<tr>
<td>MUSE 192 Conducting 2</td>
<td>1</td>
</tr>
<tr>
<td>MUSP 151 Musical Theatre Workshop</td>
<td>1</td>
</tr>
<tr>
<td>MUSP 153 Advanced Musical Theatre Workshop</td>
<td>1</td>
</tr>
</tbody>
</table>
Dear Curriculum Committee Members:

Below are the lower division requirements for Bachelor of Music degrees at our two nearest CSUs (Stanislaus and Fresno). In addition, I have included Assist documents showing the lower division requirements at CSU Chico and Long Beach and UCLA and Santa Barbara. In all cases you will note that a two year music theory sequence is required, including both music theory (harmony) lecture classes and aural skills (or musicianship) lab classes. They also require applied music studies in voice, instrumentals and/or piano, either through two years of continuous study or by proficiency examination. The excerpts below, from the online catalogues/handbooks at CSUS and CSUF, also specify enrollment in applied studies and large ensemble.

Our goal in changing the A. A. degree in music is to insure that a student who has achieved it at MJC will be ready to transfer to any CSU or UC (or private institution) at a junior level.

Thank you for your consideration.

Dan Keller

CSU STANISLAUS

Source: 2008-2009 online catalogues
(http://www.csustan.edu/Catalog/Colleges/theArts/Departments/Music/#Anchor-Music-47857)

Bachelor of Music

The Bachelor of Music is an intensive curriculum designed for students wishing to prepare for graduate study in music and for specific professional purposes. Degree majors include instrumental and choral music education (credential preparation), instrumental, vocal, and piano performance, composition, and jazz studies.

Requirements

1. Complete a minimum of 124 units, including the University General Education requirements (51 units minimum) for a bachelor’s degree.
2. Complete the following prerequisites to the major (31-35 units):
   - MUS 1220 Theory I, 3 units
   - MUS 1230 Theory II, 3 units
   - MUS 1320 Eartraining and Sightsinging I, 1 unit
   - MUS 1330 Eartraining and Sightsinging II, 1 unit
   A. Complete 2 units from one of the following applied studies:
      a. MUS 1610 Freshman-Level Keyboard, 1 unit or
      b. MUS 1640 Freshman-Level Voice, 1 unit or
      c. MUS 1670 Freshman-Level Orchestral Instruments, 1 unit
   - MUS 2000 Music of World Cultures, 3 units
   - MUS 2150 Introduction to Music Technology, 1 unit
   - MUS 2220 Chromatic Harmony, 3 units
   - MUS 2230 Twentieth Century Techniques, 3 units
   - MUS 2320 Eartraining and Sightsinging III, 1 unit
   - MUS 2330 Eartraining and Sightsinging IV, 1 unit
   B. Complete a total of 4 semesters selected from the following ensembles:
      a. MUS 2400 Orchestra, 1 unit or
      b. MUS 2410 Concert Chorale, 2 units or
      c. MUS 2440 Wind Ensemble, 2 units or
      d. MUS 2480 Jazz Ensemble, 2 units
C. Complete 2 units from one of the following applied studies:
   a. MUS 2610 Sophomore-Level Keyboard, 1 unit or
   b. MUS 2640 Sophomore-Level Voice, 1 unit or
   c. MUS 2670 Sophomore-Level Orchestral Instruments, 1 unit
   c. MUS 2900 Music History and Literature I, 3 units

3. Complete the major course requirements (42-46 units). No more than 8 units of CR-graded coursework from courses graded exclusively CR/NC may apply toward the major. Completion of a minor is not required.

CSU FRESNO

From the Music Undergraduate Handbook
(http://www.csufresno.edu/music/degrees_programs/undergraduate/handbook.shtml#admissionmajor)

Performance and Composition

Students must satisfy the following for admission to the performance and composition options. Please note that these are the Department’s minimum requirements. Individual studio instructors may have additional requirements.

- Successful completion of Jury I during first academic year in residence, with a grade of “B” or better. [Note from Dan Keller: successful completion of a jury can only be accomplished through applied study on an instrument or voice.]
- Successful completion (with grade of “C” or better or Credit) of the following music core courses:
  - Music 1A, 1B (aural skills)
  - Music 4A-B (piano proficiency classes)
  - Music 40-41 (theory)
- Be in compliance with all other department policies and requirements (ensemble participation, Music 20, etc.)
- Maintain an overall GPA of at least 2.5
- Letter of recommendation from the studio teacher

Students who do not meet these requirements during the first year in residence may reapply in subsequent years, if they make rapid progress in the area(s) of their initial deficiencies.
Articulation Agreement by Major
Effective during the 07-08 and 08-09 Academic Years

To: **CSU Chico**
From: **Modesto Junior College**

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### Music B.A. - Performance Option - Instrumental Pattern

**PROGRAM PREREQUISITE** - BEFORE GAINING ACCEPTANCE AS A MUSIC MAJOR, EACH STUDENT (INCLUDING TRANSFER STUDENTS) MUST BE INTERVIEWED AND/OR AUDITIONED BY AN APPROPRIATE FACULTY COMMITTEE. STUDENTS WILL BE GIVEN A MUSIC THEORY AND EAR TRAINING PLACEMENT EXAM TO DETERMINE MUSIC COMPETENCE. PLEASE CONSULT DEPARTMENT FOR DETAILS.

---

#### LOWER DIVISION CORE PROGRAM

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<th>Title</th>
<th>Units</th>
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<tr>
<td>@ MUSC 102</td>
<td>Theory II</td>
<td>(3)</td>
</tr>
<tr>
<td>@ MUSC 103</td>
<td>Aural Musicianship I</td>
<td>(1)</td>
</tr>
<tr>
<td>@ MUSC 104</td>
<td>Aural Musicianship II</td>
<td>(1)</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>Beginning Piano I</td>
<td>(1)</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Beginning Piano II</td>
<td>(1)</td>
</tr>
<tr>
<td>MUSC 108</td>
<td>Computer Literacy for Musicians</td>
<td>(1)</td>
</tr>
<tr>
<td>@ MUSC 201</td>
<td>Theory III</td>
<td>(3)</td>
</tr>
<tr>
<td>@ MUSC 202</td>
<td>Theory IV</td>
<td>(3)</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>Music History (Antiquity - 1750)</td>
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**PERFORMANCE OPTION - LOWER DIVISION**

<table>
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<td>Studio Instruction in Applied Music</td>
<td>(1)</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>INCLUDES MUSC 110A - MUSC 110G</td>
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</tr>
</tbody>
</table>

@ Articulation is not complete until the student proves proficiency in a Chico State audition.

---

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.
Music B.A. - Performance Option - Instrumental Pattern (continued)

MUSC 110 MAY BE REPEATED FOR A MAXIMUM OF 4 UNITS.

INSTRUMENTAL PATTERN

4 UNITS SELECTED FROM:

MUSC 111 Large Ensembles (1)|NOT ARTICULATED
MUSC 111 INCLUDES MUSC 111A - MUSC 111F

MUSC 111 MAY BE REPEATED FOR A MAXIMUM OF 6 UNITS

2 UNITS SELECTED FROM:

MUSC 112 Small Ensembles (1)|NOT ARTICULATED
MUSC 112 INCLUDES MUSC 112A - MUSC 112K

MUSC 112 MAY BE REPEATED FOR A MAXIMUM OF 6 UNITS

2 UNITS SELECTED FROM:

MUSC 111 Large Ensembles (1)|NOT ARTICULATED
MUSC 111 INCLUDES MUSC 111A - MUSC 111F

MUSC 112 Small Ensembles (1)|NOT ARTICULATED
MUSC 112 INCLUDES MUSC 112A - MUSC 112K

MUSC 113 Vocal Performance (1)|NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

ONE COURSE SELECTED FROM:

MUSC 109 Introduction to Music Technology (3)|NOT ARTICULATED

MUSC 218 Introduction to MIDI (3)|NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

9 UNITS SELECTED FROM:

MUSC 176 Jazz Improvisation (1)|NOT ARTICULATED

MUSC 222 Fundamentals of Conducting (2)|NOT ARTICULATED

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.
Music B.A. - Performance Option - Instrumental Pattern (continued)

<table>
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<td>Introduction to Accompanying</td>
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<tr>
<td>MUSC 291</td>
<td>American Music</td>
<td>(3)</td>
<td>NOT ARTICULATED</td>
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<tr>
<td>MUSC 293</td>
<td>History of Jazz</td>
<td>(3)</td>
<td>NOT ARTICULATED</td>
</tr>
<tr>
<td>MUSC 296</td>
<td>African American Music</td>
<td>(3)</td>
<td>NOT ARTICULATED</td>
</tr>
<tr>
<td></td>
<td>Same as: AFAM 296</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

END OF MAJOR

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.
Articulation Agreement by Major
Effective during the 07-08 And 08-09 Academic Years
To: CSU Chico | From: Modesto Junior College
07-09 General Catalog | Semester | 07-08 General Catalog | Semester

================================================================================

====Music B.A. - Performance Option - Vocal Pattern====

PROGRAM PREREQUISITE - BEFORE GAINING ACCEPTANCE AS A MUSIC MAJOR, EACH STUDENT (INCLUDING TRANSFER STUDENTS) MUST BE INTERVIEWED AND/OR AUDITIONED BY AN APPROPRIATE FACULTY COMMITTEE. STUDENTS WILL BE GIVEN A MUSIC THEORY AND EAR TRAINING PLACEMENT EXAM TO DETERMINE MUSIC COMPETENCE. PLEASE CONSULT DEPARTMENT FOR DETAILS.

--------------------------------------------------------------------------------

LOWER DIVISION CORE PROGRAM

--------------------------------------------------------------------------------

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>@</td>
<td>MUSC 101 Theory I</td>
<td>3</td>
</tr>
<tr>
<td>@</td>
<td>MUSC 102 Theory II</td>
<td>3</td>
</tr>
<tr>
<td>@</td>
<td>MUSC 103 Aural Musicianship I</td>
<td>1</td>
</tr>
<tr>
<td>@</td>
<td>MUSC 104 Aural Musicianship II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>Beginning Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>Beginning Piano II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 108</td>
<td>Computer Literacy for Musicians</td>
<td>1</td>
</tr>
<tr>
<td>@</td>
<td>MUSC 201 Theory III</td>
<td>3</td>
</tr>
<tr>
<td>@</td>
<td>MUSC 202 Theory IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>Music History (Antiquity - 1750)</td>
<td>3</td>
</tr>
</tbody>
</table>

--------------------------------------------------------------------------------

PERFORMANCE OPTION- LOWER DIVISION

--------------------------------------------------------------------------------

<table>
<thead>
<tr>
<th></th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110</td>
<td>Studio Instruction in Applied Music</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>MUSC 110 INCLUDES MUSC 110A - MUSC 110G</td>
<td></td>
</tr>
</tbody>
</table>

--------------------------------------------------------------------------------

@ Articulation is not complete until the student proves proficiency in a Chico State audition.

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.
Music B.A. - Performance Option - Vocal Pattern (continued)

MUSC 110 MAY BE REPEATED FOR A MAXIMUM OF 4 UNITS.

VOCAL PATTERN

2 UNITS SELECTED FROM:

MUSC 111 Large Ensembles (1)|NOT ARTICULATED
MUSC 111 INCLUDES MUSC 111A - MUSC 111F

MUSC 111 MAY BE REPEATED FOR A MAXIMUM OF 6 UNITS

2 UNITS SELECTED FROM:

MUSC 113 Vocal Performance (1)|NOT ARTICULATED

MUSC 113 MAY BE REPEATED FOR A MAXIMUM OF 6 UNITS

2 UNITS SELECTED FROM:

MUSC 111 Large Ensembles (1)|NOT ARTICULATED
MUSC 111 INCLUDES MUSC 111A - MUSC 111F

MUSC 112 Small Ensembles (1)|NOT ARTICULATED
MUSC 112 INCLUDES MUSC 112A - MUSC 112K

MUSC 113 Vocal Performance (1)|NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

ONE COURSE SELECTED FROM:

MUSC 222 Fundamentals of Conducting (2)|NOT ARTICULATED

MUSC 280 Introduction to Accompanying (1)|NOT ARTICULATED

UPPER DIVISION COURSES AVAILABLE AT CSUC. PLEASE CONSULT CATALOG.

THE DEPARTMENT RECOMMENDS AT LEAST 2 SEMESTERS IN ITALIAN, GERMAN OR FRENCH.

END OF MAJOR

THE ABOVE ARTICULATION AGREEMENT IS SUBJECT TO PERIODIC REVISION. PLEASE CONSULT A COUNSELOR EVERY SEMESTER TO OBTAIN CURRENT INFORMATION ABOUT POSSIBLE CHANGES IN THE ARTICULATED COURSES.
Articulation Agreement by Major
Effective during the 07-08 Academic Year
To: CSU East Bay                         From: Modesto Junior College
06-08 General Catalog Quarter|07-08 General Catalog Semester
================================================================================
====Music B.A.====

The major consists of 83 quarter units; the B.A. degree requires a total of 180 quarter units.

**Lower Division Major Courses (45 Quarter Units):**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Units</th>
<th>Articulated</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1027</td>
<td>Sightsinging I</td>
<td>(1)</td>
<td>No Courses Articulated</td>
</tr>
<tr>
<td>MUS 1028</td>
<td>Sightsinging II</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>MUS 1029</td>
<td>Sightsinging III</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>MUS 1031</td>
<td>Music Theory I</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUS 1032</td>
<td>Music Theory II</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUS 1033</td>
<td>Music Theory III</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUS 2031</td>
<td>Music Theory IV</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUS 2032</td>
<td>Music Theory V</td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td>MUS 2033</td>
<td>Music Theory VI</td>
<td>(4)</td>
<td></td>
</tr>
</tbody>
</table>

MUS 1027 & Sightsinging I (1) No Courses Articulated
MUS 1028 & Sightsinging II (1)
MUS 1029 & Sightsinging III (1)
MUS 1031 & Music Theory I (4)
MUS 1032 & Music Theory II (4)
MUS 1033 & Music Theory III (4)
MUS 2031 & Music Theory IV (4)
MUS 2032 & Music Theory V (4)
MUS 2033 & Music Theory VI (4)

**Music 1210-70 Applied Music:** Major Performance Media 12 Quarter Units

**Music Performance Activities:** Each music major is required to be in one major music performance activity each quarter. Six quarter units are required at the lower division level. Although these courses are numbered at the upper division level (Mus 3500-50) at CSU East Bay, for transfer students, lower division equivalents will be considered on a case-by-case basis.

**Additional Requirements:**

The above articulation agreement is subject to periodic revision. Please consult a counselor to obtain current information about possible changes in the agreement.
Music B.A. (continued)

Piano Proficiency: All new music majors are required to take a piano proficiency exam. If the exam is not passed, the student must enroll in the appropriate level of class piano instruction until the proficiency exam or MUS 2313 is passed. Therefore, the following courses are recommended:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 1314 &amp;</td>
<td>Basic Piano Class I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1315 &amp;</td>
<td>Basic Piano Class II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1316</td>
<td>Basic Piano Class III</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1314 &amp;</td>
<td>Intermediate Class Piano I</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1315 &amp;</td>
<td>Intermediate Class Piano II</td>
<td>1</td>
</tr>
<tr>
<td>MUS 1316</td>
<td>Intermediate Class Piano III</td>
<td>1</td>
</tr>
</tbody>
</table>

Piano Proficiency: All keyboard majors are required to pass a proficiency exam in sight reading, keyboard harmony and open-score reading. If the exam is not passed, the student must enroll in the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 2314 &amp;</td>
<td>Keyboard Sight-Reading</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2315 &amp;</td>
<td>Keyboard Harmony</td>
<td>1</td>
</tr>
<tr>
<td>MUS 2316</td>
<td>Open Score Reading</td>
<td>1</td>
</tr>
</tbody>
</table>

For more information, please call (510) 885-3135 or visit our web site at http://www.csueastbay.edu/ecat to see the University catalog.

END OF MAJOR

The above articulation agreement is subject to periodic revision. Please consult a counselor to obtain current information about possible changes in the agreement.
Articulation Agreement by Major
Effective during the 08-09 Academic Year

To: UCLA
From: Modesto Junior College
Quarter:                              Semester:

================================================================================

====Music/B.A.====

The Music B.A. degree features a strong focus on the musical traditions of both Europe and America, and the broad international character of late 20th century music. Undergraduates may select from three areas of concentration: classical performance, composition, and music education.

Admission to the major requires a performance audition, or the submission of a composition portfolio for students planning to pursue composition. It is strongly recommended that applicants complete all courses required for IGETC certification.

Preparation for the major includes the following lower division requirements:

A one year comprehensive music theory course sequence, covering musicianship and theory, as well as keyboard skills if needed.

Two years of applied private instruction on a primary instrument or in voice.

Two years of participation in a large performance group such as orchestra, choir, or wind ensemble.

A one year music history and analysis course sequence.

For music education majors, one course in cultural or world music.

With the exception of the music history course sequence, the course work listed above as preparation for the major may be substituted if similar courses and equivalent units have been completed. Exemptions from lower division requirements will be determined by the department.

It is recommended that transfer students schedule an appointment with the Music Department undergraduate advisor as early as possible during the application process. For an appointment and more information on this major, visit www.music.ucla.edu. For more information regarding UCLA's transfer selection process, visit www.admissions.ucla.edu.

END OF MAJOR
Articulation Agreement by Major
Effective during the 08-09 Academic Year
Based on the 08-09 UC Transfer Course Agreement

To: UC Santa Barbara | From: Modesto Junior College
08-09 General Catalog | Quarter | 08-09 General Catalog | Semester

================================================================================

====Music, B.A.====

IMPORTANT INFORMATION - PLEASE NOTE:

The Department of Music offers the Bachelor of Arts (BA) degree in music and the Bachelor of Music (BM) degree, which is a professional degree in performance or composition. The Bachelor of Music degree is open by audition to highly qualified performance and composition students only.

All incoming music majors must take a placement test in theory, and a placement audition in class piano and for admission to performance classes. Music students are encouraged to complete one course in music history, as well as courses in French, German, or Italian. All students must participate in student recitals and at least one performance in ensemble per quarter; students studying orchestral instruments must enroll in orchestra or the appropriate instrumental ensemble.

Performance ensembles are available for all qualified students. They include wind, chamber music, and several ethnomusicology (world music) ensembles, as well as choirs, orchestra, opera and piano duos.

For further information about UCSB's music major, please contact:

Department of Music
Room 1315 Music Building
University of California
Santa Barbara, CA 93106-6070
(805) 893-3261
website: www.music.ucsb.edu

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END OF MAJOR
TO: Curriculum Committee  
RE: A.S. Degree: Welding

Curriculum Committee Members: In 2006, WELD 310 was inactivated. The course was a required course for the A.S. Degree in Welding, and once it was removed from the program the total number of units was affected. Due to an oversight, no course was substituted to maintain the correct number of total units. The Tech Ed department is requesting an expedited approval for Fall 2008 so students will not be adversely affected by this error.

CURRENTLY APPROVED PROGRAM AS LISTED IN 2008-2009 MJC CATALOG

A.S. Degree: Welding
To earn an Associate in Science Degree, the student must complete the MJC Associate Degree Requirements in addition to completing the coursework below:

REQUIRED COURSES - COMPLETE 30 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 200</td>
<td>3</td>
<td>Arc &amp; Gas Welding</td>
</tr>
<tr>
<td>SM 331</td>
<td>3</td>
<td>Sheet Metal &amp; Installation 1</td>
</tr>
<tr>
<td>WELD 204</td>
<td>3</td>
<td>Gas Metal Arc (MIG) Flux Core Arc (FCAW)</td>
</tr>
<tr>
<td>WELD 206</td>
<td>3</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
</tr>
<tr>
<td>WELD 300</td>
<td>3</td>
<td>Intermediate Welding</td>
</tr>
<tr>
<td>WELD 325</td>
<td>3</td>
<td>Design and Fabrication Processes</td>
</tr>
<tr>
<td>WELD 340</td>
<td>3</td>
<td>Pipe Welding</td>
</tr>
<tr>
<td>MACH 211C</td>
<td>3</td>
<td>Machine Tool Technology</td>
</tr>
<tr>
<td>WELD 399A</td>
<td>1</td>
<td>Independent Study/Special Problems</td>
</tr>
<tr>
<td>WELD 399B</td>
<td>2</td>
<td>Independent Study/Special Problems</td>
</tr>
</tbody>
</table>

Total Units Required for Degree 30

PROPOSED PROGRAM REVISION FOR FALL 2008

A.S. Degree: Welding
To earn an Associate in Science Degree, the student must complete the MJC Associate Degree Requirements in addition to completing the coursework below:

REQUIRED COURSES - COMPLETE 30 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WELD 200</td>
<td>3</td>
<td>Arc &amp; Gas Welding</td>
</tr>
<tr>
<td>SM 331</td>
<td>3</td>
<td>Sheet Metal &amp; Installation 1</td>
</tr>
<tr>
<td>WELD 204</td>
<td>3</td>
<td>Gas Metal Arc (MIG) Flux Core Arc (FCAW)</td>
</tr>
<tr>
<td>WELD 206</td>
<td>3</td>
<td>Gas Tungsten Arc Welding (TIG)</td>
</tr>
<tr>
<td>WELD 300</td>
<td>3</td>
<td>Intermediate Welding</td>
</tr>
<tr>
<td>WELD 325</td>
<td>3</td>
<td>Design and Fabrication Processes</td>
</tr>
<tr>
<td>WELD 340</td>
<td>3</td>
<td>Pipe Welding</td>
</tr>
<tr>
<td>INTEC 306</td>
<td>3</td>
<td>Introduction Occupation Safety and Health</td>
</tr>
<tr>
<td>MACH 211C</td>
<td>3</td>
<td>Machine Tool Technology</td>
</tr>
<tr>
<td>WELD 399A</td>
<td>1</td>
<td>Independent Study/Special Problems</td>
</tr>
<tr>
<td>WELD 399B</td>
<td>2</td>
<td>Independent Study/Special Problems</td>
</tr>
</tbody>
</table>

Total Units Required for Degree 30
Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

- **X** 1. Non-substantial change to previously approved program
- **☐** 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:

- **☐** 3. Remove/Delete entry from current college program inventory
- **☐** 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:

Several Engineering Technology programs were reviewed at 4-year institutions. The MJC course requirements and electives were updated to give students enough flexibility to prepare for the varying B.S. programs.

<table>
<thead>
<tr>
<th>Fields</th>
<th>AS Listed in Current Inventory</th>
<th>AS Revised (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Unique Code 08126</td>
<td>N/A – Unique code cannot change.</td>
</tr>
<tr>
<td>B</td>
<td>T.O.P. Code 0924.00</td>
<td>No Change</td>
</tr>
<tr>
<td>C</td>
<td>Local Title Engineering Technology</td>
<td>No Change</td>
</tr>
<tr>
<td>D</td>
<td>Certificate Units N/A</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>E</td>
<td>Degree Units 30</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>F</td>
<td>Degree Type S</td>
<td>No Change</td>
</tr>
<tr>
<td>G</td>
<td>Year Approved 1970</td>
<td>--</td>
</tr>
<tr>
<td>H</td>
<td>Transfer Status 2</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>I</td>
<td>Occupational Status 1</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>J</td>
<td>Date Program Change Approved by Curriculum Committee (month/year)</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Comments (appear on Inventory of Approved and Projected Programs)</td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
The Engineering Technology program prepares students to transfer to four-year college and university programs in Engineering or Industrial Technology. These disciplines focus on the application of engineering principles in design and manufacturing environments. Graduates typically find careers in facilities and plant operations, testing, technical sales and positions as mechanical, manufacturing and computer technicians.

Transfer institutions offer a wide variety of programs with varying requirements, so students must work closely with their counselors and engineering faculty to assure a smooth transition.

**A.S. Degree: Engineering Technology**

- To earn an Associate in Science Degree, the student must complete the MJC Associate Degree Requirements in addition to the coursework below.

**Required Courses** – Complete 19 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 143</td>
<td>5</td>
<td>Introductory College Chemistry</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>5</td>
<td>General Chemistry 1</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>1</td>
<td>Intro to Engineering &amp; Architecture</td>
</tr>
<tr>
<td>ENGR 127</td>
<td>4</td>
<td>Engineering Graphics</td>
</tr>
<tr>
<td>MATH 134</td>
<td>5</td>
<td>Elementary Statistics</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>4 OR</td>
<td>General Physics: Mechanics</td>
</tr>
<tr>
<td>PHYS 142</td>
<td>4</td>
<td>Mechanics, Heat and Waves</td>
</tr>
</tbody>
</table>

**Elective Courses** – Complete 11 units

- Complete a minimum of 6 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPSC 201</td>
<td>3</td>
<td>General Computer Literacy</td>
</tr>
<tr>
<td>MACH 211D</td>
<td>4</td>
<td>Machine Tool Technology I</td>
</tr>
<tr>
<td>WELD 200</td>
<td>3</td>
<td>Arc &amp; Gas Welding</td>
</tr>
<tr>
<td>Any ELTEC 100 or 200 series course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any INTEC 100 or 200 series course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remainder of elective units may be selected from the section above or from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 106</td>
<td>2</td>
<td>Materials of Construction</td>
</tr>
<tr>
<td>ARCH 107</td>
<td>1</td>
<td>Materials of Construction Laboratory</td>
</tr>
<tr>
<td>ARCH 131</td>
<td>4</td>
<td>Architectural Drafting 1</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>3</td>
<td>Introduction to Surveying and Topography</td>
</tr>
<tr>
<td>ENGR 130</td>
<td>4</td>
<td>Properties of Materials</td>
</tr>
<tr>
<td>ENGT 210</td>
<td>1</td>
<td>Intro to Computer-Assisted Drafting</td>
</tr>
<tr>
<td>ENGT 211</td>
<td>1</td>
<td>Intermediate Topics in C.A.D.</td>
</tr>
<tr>
<td>ENGT 215</td>
<td>1</td>
<td>Introduction to Solid Modeling</td>
</tr>
<tr>
<td>MATH 138</td>
<td>3</td>
<td>Calculus for Business &amp; Social Sciences</td>
</tr>
<tr>
<td>MATH 171</td>
<td>5</td>
<td>Calculus: First Course</td>
</tr>
<tr>
<td>MATH 172</td>
<td>5</td>
<td>Calculus: Second Course</td>
</tr>
<tr>
<td>PHYS 143</td>
<td>4</td>
<td>Electricity, Magnetism, Optics, Atomic &amp; Nuclear Structure</td>
</tr>
</tbody>
</table>

**TOTAL UNITS IN A.S. MAJOR** 30
Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:
× 1. Non-substantial change to previously approved program
☐ 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:
☐ 3. Remove/Delete entry from current college program inventory
☐ 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:
The name has been changed to reflect a broader offering of drafting classes. The required and elective courses have been updated.

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A  Unique Code</td>
<td>06666</td>
<td>N/A – Unique code cannot change.</td>
</tr>
<tr>
<td>B  T.O.P. Code</td>
<td>0953.00</td>
<td>No Change</td>
</tr>
<tr>
<td>C  Local Title</td>
<td>Engineering Drafting Technology</td>
<td>Drafting Technology</td>
</tr>
<tr>
<td>D  Certificate Units</td>
<td>N/A</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>E  Degree Units</td>
<td>30</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>F  Degree Type</td>
<td>S</td>
<td>No Change</td>
</tr>
<tr>
<td>G  Year Approved</td>
<td>1970</td>
<td>--</td>
</tr>
<tr>
<td>H  Transfer Status</td>
<td>2</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>I  Occupational Status</td>
<td>1</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>J  Date Program Change Approved by Curriculum Committee (month/year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K  Comments (appear on Inventory of Approved and Projected Programs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
The Drafting Technology program combines coursework in both Architectural and Engineering Drafting. The program prepares students to enter the field of drafting at the entry level as a drafter, plan checker, engineering aide, estimator, etc.

A variety of electives are available depending on a student’s interest in architectural or engineering topics. It is important that students consult with an advisor to select coursework within their area of choice.

### A.S. Degree: Drafting Technology

- To earn an Associate in Science Degree, the student must complete the **MJC Associate Degree Requirements** in addition to the coursework below.

#### Required Courses – Complete 18 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 131</td>
<td>[2]</td>
<td>Architectural Drafting 1</td>
</tr>
<tr>
<td>ARCH 100</td>
<td>[1]</td>
<td>Intro to Engineering &amp; Architecture</td>
</tr>
<tr>
<td>ENGR 100</td>
<td>[1]</td>
<td>Intro to Engineering &amp; Architecture</td>
</tr>
<tr>
<td>ENGTC 210</td>
<td>[1]</td>
<td>Intro to Computer-Assisted Drafting</td>
</tr>
<tr>
<td>ENGTC 211</td>
<td>[1]</td>
<td>Intermediate Topics in C.A.D.</td>
</tr>
</tbody>
</table>

#### Elective Courses – Complete 12 units

- Complete a minimum of 2 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGTC 375</td>
<td>[NP]</td>
<td>Construction Blueprint Reading</td>
</tr>
<tr>
<td>INTEC 340</td>
<td>[NP]</td>
<td>Uniform Building Code, Structural</td>
</tr>
<tr>
<td>INTEC 341</td>
<td>[NP]</td>
<td>Uniform Building Code, Non-Structural</td>
</tr>
<tr>
<td>INTEC 344</td>
<td>[NP]</td>
<td>Uniform Mechanical Code</td>
</tr>
</tbody>
</table>

- Complete a minimum of 3 units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMPSC 201</td>
<td>[NP]</td>
<td>General Computer Literacy</td>
</tr>
<tr>
<td>CMPSC 278</td>
<td>[NP]</td>
<td>Spreadsheet Software</td>
</tr>
<tr>
<td>CMPGR 202</td>
<td>[NP]</td>
<td>Introduction to Computer Graphics</td>
</tr>
<tr>
<td>CMPGR 235</td>
<td>[NP]</td>
<td>Image Manipulation Software</td>
</tr>
</tbody>
</table>

- Remainder of elective units may be selected from the two sections above or from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 101</td>
<td>[3]</td>
<td>Introduction to Surveying and Topography</td>
</tr>
<tr>
<td>ENGTC 212</td>
<td>[NP]</td>
<td>Advanced Topics in C.A.D.</td>
</tr>
<tr>
<td>ENGTC 215</td>
<td>[NP]</td>
<td>Introduction to Solid Modeling</td>
</tr>
<tr>
<td>MATH 121</td>
<td>[3]</td>
<td>Pre-Calculus I</td>
</tr>
<tr>
<td>MATH 122</td>
<td>[4]</td>
<td>Pre-Calculus II</td>
</tr>
<tr>
<td>MACH 211D</td>
<td>[NP]</td>
<td>Machine Tool Technology I</td>
</tr>
</tbody>
</table>

**TOTAL UNITS IN A.S. MAJOR**

30
Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

College: Modesto Junior College

District: Yosemite Comm. College Dist.

Date Form Submitted: 10/6/08

Contact Person: Dennis Thorpe/Jeremy Wilson

Phone #: 209-575-6340

E-mail: thorped@mjc.edu wilsonje@mjc.edu

Check one of the four boxes below to indicate the type of change.

☐ 1. Non-substantial change to previously approved program

☐ 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

☐ 3. Remove/Delete entry from current college program inventory

☐ 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:

Several Construction Management programs were reviewed at 4-year institutions. The MJC course requirements and electives were updated to give students enough flexibility to prepare for the varying B.S. programs.

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Unique Code</td>
<td>08127</td>
<td>N/A – Unique code cannot change.</td>
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<tr>
<td>B T.O.P. Code</td>
<td>0957.00</td>
<td>No Change</td>
</tr>
<tr>
<td>C Local Title</td>
<td>Construction Management</td>
<td>No Change</td>
</tr>
<tr>
<td>D Certificate Units</td>
<td>N/A</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>E Degree Units</td>
<td>30</td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>F Degree Type</td>
<td>S</td>
<td>No Change</td>
</tr>
<tr>
<td>G Year Approved</td>
<td>1987</td>
<td>--</td>
</tr>
<tr>
<td>H Transfer Status</td>
<td>2</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>I Occupational Status</td>
<td>1</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>J Date Program Change Approved by Curriculum Committee (month/year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Comments (appear on Inventory of Approved and Projected Programs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
The Construction Management program prepares students to transfer to four-year college programs in the same major. Construction managers plan, direct and coordinate a wide variety of construction projects. Construction managers apply engineering principles and manage project resources to execute architectural designs.

Transfer institutions offer a wide variety of programs with varying requirements, so students must work closely with their counselors and engineering faculty to assure a smooth transition.

**A.S. Degree: Construction Management**

- To earn an Associate in Science Degree, the student must complete the *MJC Associate Degree Requirements* in addition to the coursework below.

**Required Courses** – Complete 8 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 100</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 106</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 107</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 131</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses** – Complete 22 units

- Complete a minimum of 5 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 134</td>
<td>5</td>
</tr>
<tr>
<td>MATH 171</td>
<td>5</td>
</tr>
<tr>
<td>MATH 172</td>
<td>5</td>
</tr>
</tbody>
</table>

- Complete a minimum of 4 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 101</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 143</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 142</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 143</td>
<td>4</td>
</tr>
</tbody>
</table>

- Complete a minimum of 7 units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 101</td>
<td>3</td>
</tr>
<tr>
<td>ECON 102</td>
<td>3</td>
</tr>
<tr>
<td>BUSAD 201</td>
<td>4</td>
</tr>
<tr>
<td>BUSAD 202</td>
<td>4</td>
</tr>
<tr>
<td>BUSAD 218</td>
<td>4</td>
</tr>
</tbody>
</table>

- Remainder of elective units may be selected from the three sections above or from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 121</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 122</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 132</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 127</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 135</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 161</td>
<td>4</td>
</tr>
</tbody>
</table>

**TOTAL UNITS IN A.S. MAJOR** 30
California Community Colleges

Non-Substantial Changes to Approved Program or Change of Active–Inactive Status

College: Modesto Junior College
District: Yosemite Comm. College District
Date Form Submitted: 10/6/08

Contact Person: Dennis Thorpe
Phone #: 209-575-6340
E-mail: thorped@mjc.edu

Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

☐ 1. Non-substantial change to previously approved program
☐ 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:

☐ 3. Remove/Delete entry from current college program inventory
☐ 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update: The proposal is to eliminate “Architectural Engineering” from the program title and simply use “Architecture”.

Discussion: The name change is being proposed in order to eliminate confusion and misunderstanding about the nature of an Architectural Engineering degree. In California the major of “architectural engineering” is only offered at Cal Poly – SLO and, even though it is in their School of Architecture, it is more closely aligned with a typical Civil Engineering program with more stringent math and physics requirements similar to our A.S.-Engineering degree.

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
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<td>A</td>
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<tr>
<td>B</td>
<td>T.O.P. Code</td>
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</tr>
<tr>
<td>C</td>
<td>Local Title</td>
<td>Architecture/Architectural Engineering</td>
</tr>
<tr>
<td>D</td>
<td>Certificate Units</td>
<td>n/a</td>
</tr>
<tr>
<td>E</td>
<td>Degree Units</td>
<td>30</td>
</tr>
<tr>
<td>F</td>
<td>Degree Type</td>
<td>S</td>
</tr>
<tr>
<td>G</td>
<td>Year Approved</td>
<td>1970</td>
</tr>
<tr>
<td>H</td>
<td>Transfer Status</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>Occupational Status</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>Date Program Change Approved by Curriculum Committee (month/year)</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Comments (appear on Inventory of Approved and Projected Programs)</td>
<td></td>
</tr>
</tbody>
</table>

SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.
Educational Programs in Science, Math, & Engineering

Judith Lanning, Interim Dean
East Campus
Science Building, Room 126,
(209) 575-6172

FACULTY
Michael Adams
Daniel Alcantra
Richard Anderson, PhD.
David Boley
Joseph Castranova, PhD.
Paul Cripe
James Curl, PhD.
Sarah Curl
Tari Curtis
Harvey Dhillon
Robert Drozda, PhD.
Jacqueline Fars
Catherine Greene

Garry Haynes
Noah Hughes
Elzieta Jarrett, PhD.
James T. Johnson
William Luebke, PhD.
Derek Madden, PhD.
Laura Marks, PhD.
Elizabeth Mc Innes
Ross McKenzie
Kenneth Meidl
James Michielsen
Michele Monza
Tom Normo
Kamran Payvar
Mary Roslaniec, Ph.D.
Brian Sanders
Kimberly Tandlak
Dennis Thorpe
Pam Upton
Sandra Uyehiko
David Ward, Ph.D.
Jeremy Wilson
Xiang-Dong Ye, Ph.D.

SUPPORT STAFF
Sandra Vanwyk, Admin.Secretary
Joan Van Kuren, Secretary III
Wendy Long, Support Staff II

INSTRUCTIONAL SUPPORT STAFF
Clotinda Cavallto, Lab. Asst. II
Denise Godbold-Van, Lab. Asst. II
Devin Jones, Lab. Asst. II
Linda Kung, Inst. Asst. II
William Lulch, Lab. Asst. II
Ernesto Magdaleno, Lab. Asst. II
Sarah Mesenhimer-Johnson, Lab. Asst. III
Brian Stedjek, Lab. Asst. II

Degrees and/or Certificates Offered:
Architectural Drafting Tech. AS, C
Architecture/Architectural Engineering AS
City and Regional Planning, AS
Engineering, AS
Construction Management, AS
Engineering Drafting Technology, AS
Engineering Technology, AS
Landscape Architecture, AS

A.S. Degree:
Architecture/Architectural Engineering

- A minimum of 30 units must be completed from required mathematics, science, and Elective Courses for an Associate in Science Degree. MJC Associate Degree Requirements must also be completed. See advisor for selection of courses.

REQUIRED COURSES - COMPLETE 23 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 100</td>
<td>Introduction to Engineering &amp; Architecture</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 121</td>
<td>Beginning Graphics &amp; Design 1</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 122</td>
<td>Beginning Graphics &amp; Design 2</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 131</td>
<td>Architectural Drafting 1</td>
<td>4</td>
</tr>
<tr>
<td>ARCH 152</td>
<td>Architectural Design 1</td>
<td>5</td>
</tr>
<tr>
<td>ARCH 153</td>
<td>Architectural Design 2</td>
<td>5</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES - COMPLETE 7 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ARCH 106</td>
<td>Materials of Construction</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 107</td>
<td>Materials of Construction Lab</td>
<td>1</td>
</tr>
<tr>
<td>ARCH 117</td>
<td>History of Architecture 1</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 118</td>
<td>History of Architecture 2</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 132</td>
<td>Architectural Drafting 2</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 101</td>
<td>Plane Surveying</td>
<td>4</td>
</tr>
<tr>
<td>ENSTCE 210</td>
<td>Introduction to CAD</td>
<td>1</td>
</tr>
<tr>
<td>ENSTCE 211</td>
<td>Intermediate Topics in CAD</td>
<td>1</td>
</tr>
</tbody>
</table>

UNITS IN A.S. MAJOR: 30
Check one of the four boxes below to indicate the type of change.

If you select Option 1 or 2, complete fields A – K below:

- ☐ 1. Non-substantial change to previously approved program
- ☐ 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach proposed program description and requirements – catalog description, list of required course titles, units, and other completion requirements.

If you select Option 3 or 4, complete fields A, B & C below:

- ☐ 3. Remove/Delete entry from current college program inventory
- ☒ 4. Change from ACTIVE to INACTIVE status.

Briefly describe change/update:
Degree will no longer be offered.

<table>
<thead>
<tr>
<th>FIELDS</th>
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<td>N/A – Unique code cannot change.</td>
</tr>
<tr>
<td>B</td>
<td>T.O.P. Code</td>
<td>0953.10</td>
</tr>
<tr>
<td>C</td>
<td>Local Title</td>
<td>Architectural Drafting Technology</td>
</tr>
<tr>
<td>D</td>
<td>Certificate Units</td>
<td>N/A</td>
</tr>
<tr>
<td>E</td>
<td>Degree Units</td>
<td>30</td>
</tr>
<tr>
<td>F</td>
<td>Degree Type</td>
<td>S</td>
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<td>G</td>
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<td>1970</td>
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<td>H</td>
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<td>Occupational Status</td>
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</tr>
<tr>
<td>J</td>
<td>Date Program Change Approved by Curriculum Committee (month/year)</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
<tr>
<td>K</td>
<td>Comments (appear on Inventory of Approved and Projected Programs)</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
</tr>
</tbody>
</table>
Dear Curriculum Council,

Please find attached three applications for state approval of program changes. These are three new certificates to be added to the existing Mechanized Agriculture Certificate and AS degree programs.

The current program does a good job of training students in the general areas of Mechanized Agriculture and Agriculture Engineering but with changing job conditions there is now a need of more specially trained students. Gone are the days when the majority of Mechanized Agriculture students receive a certificate and go back to the farm and work. The modern workforce is highly specialized and these new certificates represent the changing job climate.

Each certificate takes the currently offered classes and structures them in such a way as to make the student highly marketable in today’s job market. Each certificate is between 15 and 17 units and with the implementation of the current IRDC grant will be able to be completed in one semester each.

I thank you for your consideration and would be happy to answer any questions you may have.

Todd Conrado

6214
SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

Certificate of Achievement: Advanced Heavy Equipment Technician

Mechanized Agriculture Technician

Todd Conrado

TITLE OF PROPOSED PROGRAM
Certificate of Achievement: Advanced Heavy Equipment Technician

TITLE OF EXISTING PROGRAM (IF DIFFERENT)
Mechanized Agriculture Technician

INSTRUCTOR
Todd Conrado

COLLEGE
Modesto Junior College

DISTRICT
Yosemite Community College

PHONE NUMBER
209-575-6214

E-MAIL ADDRESS
conradot@mjc.edu

Fall 2009

PROJECTED START DATE FOR CHANGE

PLANNING SUMMARY

Type of change requested: Check all that apply.

- Replace Existing Program
- Add new Certificate of Achievement
- Add Degree to Certificate program
- Add new Option/Track to Degree
- Delete Existing Degree Major, Track or Option
- Delete Existing Certificate

Recommended T.O.P. Code
0116

Units for Degree Major or Area of Emphasis

Required Units—Certificate
18

Projected Annual Completers
50-100

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

**Criteria A. Appropriateness to Mission**

1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New requirements (list of required courses).
4. **Optional:** Discussion of background and rationale (if needed).

**Criteria B. Need**

5. Place of option in the curriculum – relation to existing program and options; relation to other programs.
6. Enrollment and Completer Projections
7. **Optional:** Discussion of impact on other colleges in region.
8. Discussion of labor market need or job availability (for career technical education only).

**Criteria C. Curriculum Standards**

9. Transfer applicability to two 4-year institutions (if applicable).

**Attachment:** Course outlines for required courses (required for all applications).

**Attachment:** Articulation Agreements (if applicable).

If applicable to revised program:

10. **Criteria D-Adequate Resources:** Facilities, additional faculty, and new equipment or library resources
11. **Criteria E-Compliance:** Enrollment restrictions and licensing or accreditation standards

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
REQUIRED SIGNATURES

Option or Cert. Title ________________________________ College __________________________

LOCAL CURRICULUM APPROVAL:
Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

DATE __________ SIGNATURE, CHAIR, CURRICULUM COMMITTEE __________ TYPED OR PRINTED NAME

DATE __________ SIGNATURE, CHIEF INSTRUCTIONAL OFFICER __________ TYPED OR PRINTED NAME

DATE __________ SIGNATURE, ACADEMIC SENATE PRESIDENT __________ TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:
Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

DATE __________ SIGNATURE, ADMINISTRATOR OF CTE __________ TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on ___________________________ (date).

DATE __________ SIGNATURE, CHAIR, REGIONAL CONSORTIUM __________ TYPED OR PRINTED NAME

COLLEGE PRESIDENT:
All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

DATE __________ SIGNATURE, PRESIDENT OF THE COLLEGE __________ TYPED OR PRINTED NAME

DISTRICT APPROVAL (check one):

☐ On ___________________________ (date), the governing board of the ___________________________ District approved the proposed changes to this existing program attached to this request.

☐ The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

DATE __________ SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT __________ TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
PROGRAM OF STUDY

Advanced Heavy Equipment Technician Certificate of Achievement

Certificate of Achievement: Advanced Basic Heavy Equipment Technician

In this program, students will develop additional skills and knowledge to enter the diesel mechanics field. To earn a Certificate of Achievement, the student must complete the following coursework. Each course must be completed with a grade of C or better. Contact the division office in the Agriculture Building for advising assistance.

<table>
<thead>
<tr>
<th>Required Courses - Complete 18 units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGM 215 Machinery Management</td>
<td>3</td>
</tr>
<tr>
<td>AGM 221 Equipment Diagnosis &amp; Repair</td>
<td>3</td>
</tr>
<tr>
<td>AGM 240 Truck and Tractor Power Trains</td>
<td>3</td>
</tr>
<tr>
<td>AGM 242 Diesel Engine Overhaul</td>
<td>3</td>
</tr>
<tr>
<td>AGM 245 Diesel Engine Fuel Systems &amp; Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>AUTEC 317 Automotive Air Conditioning</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 18
Existing Program – Mechanized Agriculture Technician Certificate

The current certificate program offered by the Modesto Junior College Agriculture and Environmental Science Department was developed many years ago. The program as written is well suited for students pursuing careers in the production farming areas or transferring into Agriculture Engineering. This program has served many students well over the years but the current economic and agriculture climate has changed and thus have the needs of many of our students. Consequently many students have found that the current program does not meet their career needs.

New Changes – Advanced Heavy Equipment Technician Certificate

The Agriculture Mechanics industry has seen many changes over the past few years. The industry has become much more specialized in its career offerings. No longer do graduates go back to the farm and repair their own equipment. Graduates now obtain positions at truck/tractor dealerships or private repair shops and exclusively repair equipment as a career. The current certificate program prepares students for the wide breadth of skills needed for the farming industry but does a poor job of preparing completers to be competitive in today’s highly technical repair industry. This additional certificate option would give students the option to specialize in the repair industry giving them the skills needed to obtain an entry level position in the Heavy Equipment Repair Industry.
Existing Program – Mechanized Agriculture Technician Certificate

In this program, students will develop skills and knowledge to enter the mechanized agriculture field. Contact the division office in the agriculture building for advising purposes.

New Changes – Advanced Heavy Equipment Technician Certificate

Upon successful completion of the Advanced Heavy Equipment Technician Certificate the student will possess advanced skills, knowledge, and abilities for successful employment in the heavy equipment repair industry, the heavy truck repair industry, and the agriculture repair industry. Students obtaining this certificate would be eligible and qualified for rapid advancement in these heavy equipment repair industries.
New Changes – Advanced Heavy Equipment Technician Certificate

AGM 221 – Equipment Diagnosis and Repair 3 Units
AGM 215 – Machinery Management 3 Units
AGM 242 – Diesel Engine Overhaul 3 Units
AGM 240 – Truck/Tractor Power Frames 3 Units
AGM 245 – Diesel Engine Fuel Systems 3 Units
AUTEC 317 – Automotive Air conditioning 3 Units

Total 18 Units
California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM
Criteria A.4 Background and Rationale

If Needed
The addition of the Advanced Heavy Equipment Technician Certificate will be a complement to the existing certificate. Students will be able to choose which certificate best fits their career goals. Additionally the Mechanized Agriculture program currently has enrolled several students attending evening classes to upgrade technical information. These students do not fit well into the current certificate or AS degree programs and therefore are not considered as completers. This new certificate program will give these students the opportunity to apply the courses they are already taking to a certificate program. In addition the college will be able to recognize these students as completers.
It’s difficult to derive a solid number of completers for this program because it is believed that enrollment will significantly increase with the implementation of the certificate. Currently there are roughly 20-25 students majoring in Power Mechanics, either the certificate or the AS degree concentrations. In addition to these students the individuals who take night classes will also qualify as a certificate completer increasing the number by 10 or more students. Currently it looks as though we could have 25 – 35 completers per year. In addition to this the department hopes to create a one semester certificate tract program. If this program is implemented the projection of certificate completers is thought to be 40-50 students per semester.
Each of the neighboring community colleges (Merced and Delta) have “Agriculture Mechanics” certificate programs. Neither of these colleges places a great emphasis on the certificate program and places the greatest amount of effort on the AS degree programs. Because of this it generally takes the average student two years to finish the certificate program at these institutions. The program MJC is proposing is a one Certificate per Semester program where a student can take all of the required classes for a certificate in a semester. The student can then move onto a career if he/she chooses or continue and obtain more advanced certificates. This approach competes with the private institutions like UTI, WYO-Tech, much better. We feel that we can provide the same if not a better education than the private institutions at a more reasonable cost to the student.
Labor market statistics for the diesel repair industry are very difficult to compile. The industry is not categorized as a single industry but as several sub industries. For example Agriculture repair, Bus and Truck mechanic, Heavy Machinery mechanic, Construction Machinery Mechanic, Mining Industry mechanic, etc. But the general consensus is the diesel repair industry is and will continue to be one of the top 20 fastest growing job sectors for many years. Locally the numbers are even more difficult to come by but the majority of the students who major in the Power Mechanics program come here with a job already. In addition, the local employers have a severe shortage of incoming technicians. To attract young people into the profession, many have started incentive programs either here at MJC or at their place of business.
Transferability – N/A
Attachments – A – Course Outlines
  B – Articulation Agreements – N/A
As there is currently a Power Mechanics program in existence. The facilities for the additional certificate would be adequate. If the program expands beyond expectations then any facilities concerns will be addressed at this time.

At first onset of the certificate program, the impact on faculty load will be minimal. Class size will be expected to increase but additional sections will not be needed in the near future. If any sections need to be added many of the courses can be covered by several of the well qualified adjunct professors available in the immediate area.
At this time there are no mandatory licensing or accreditations specific to heavy or diesel mechanics programs. The college does undergo WASC accreditation and the Power Mechanics program was accredited through a voluntary program administered by the Outdoor Power Equipment Society.
California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM

Certificate of Achievement: Basic Heavy Equipment Technician
TITLE OF PROPOSED PROGRAM
Todd Conrado
CONTACT PERSON
Mechanized Agriculture Technician
TITLE OF EXISTING PROGRAM (IF DIFFERENT)
Instructor
TITLE
0116
EXISTING PROGRAM T.O.P. CODE
209-575-6214
PHONE NUMBER
EXISTING PROGRAM UNIQUE CODE
Modesto Junior College
COLLEGE
Yosemite Community College
DISTRICT
conradot@mjc.edu
E-MAIL ADDRESS
Fall 2009
PROJECTED START DATE FOR CHANGE

PLANNING SUMMARY

<table>
<thead>
<tr>
<th>Type of change requested: Check all that apply.</th>
<th>Recommended T.O.P. Code</th>
<th>Units for Degree Major or Area of Emphasis</th>
<th>Required Units—Certificate</th>
<th>Projected Annual Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace Existing Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add new Certificate of Achievement</td>
<td></td>
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<td></td>
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<tr>
<td>Add Degree to Certificate program</td>
<td></td>
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</tr>
<tr>
<td>Add new Option/Track to Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete Existing Degree Major, Track or Option</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delete Existing Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission
1. Statement of goals and objectives for existing program, including new changes.
2. Catalog description for existing program, including new option.
3. New requirements (list of required courses).
4. **Optional:** Discussion of background and rationale (if needed).

Criteria B. Need
5. Place of option in the curriculum – relation to existing program and options; relation to other programs.
6. Enrollment and Completer Projections
7. **Optional:** Discussion of impact on other colleges in region.
8. Discussion of labor market need or job availability (for career technical education only).

Criteria C. Curriculum Standards
9. Transfer applicability to **two** 4-year institutions (if applicable).
   **Attachment:** Course outlines for required courses (required for all applications).
   **Attachment:** Articulation Agreements (if applicable).

If applicable to revised program:
10. **Criteria D**-Adequate Resources: Facilities, additional faculty, and new equipment or library resources
11. **Criteria E**-Compliance: Enrollment restrictions and licensing or accreditation standards

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
REQUIRED SIGNATURES

Option or Cert. Title ________________________________  College _______________________

LOCAL CURRICULUM APPROVAL:
Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

DATE __________________________  SIGNATURE, CHAIR, CURRICULUM COMMITTEE  TYPED OR PRINTED NAME

DATE __________________________  SIGNATURE, CHIEF INSTRUCTIONAL OFFICER  TYPED OR PRINTED NAME

DATE __________________________  SIGNATURE, ACADEMIC SENATE PRESIDENT  TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:
Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

DATE __________________________  SIGNATURE, ADMINISTRATOR OF CTE  TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on __________________________ (date).

DATE __________________________  SIGNATURE, CHAIR, REGIONAL CONSORTIUM  TYPED OR PRINTED NAME

COLLEGE PRESIDENT:
All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

DATE __________________________  SIGNATURE, PRESIDENT OF THE COLLEGE  TYPED OR PRINTED NAME

DISTRICT APPROVAL (check one):

☐ On __________________________ (date), the governing board of the __________________________ District approved the proposed changes to this existing program attached to this request.

☐ The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

DATE __________________________  SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT  TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
In this program, students will develop skills and knowledge to enter the diesel mechanics field. To earn a Certificate of Achievement, the student must complete the following coursework. Each course must be completed with a grade of C or better. Contact the division office in the Agriculture Building for advising assistance.

<table>
<thead>
<tr>
<th>Required Courses - Complete 16 units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGM 210 Agricultural Welding</td>
<td>3</td>
</tr>
<tr>
<td>AGM 214 Equipment Service and Safety</td>
<td>1</td>
</tr>
<tr>
<td>AGM 241 Diesel Engine Principles</td>
<td>3</td>
</tr>
<tr>
<td>AGM 243 Heavy Machinery Electrical Systems</td>
<td>3</td>
</tr>
<tr>
<td>AGM 280 Mobile Machinery Hydraulic Systems</td>
<td>3</td>
</tr>
<tr>
<td>AGM 289 Principles of Power Mechanics/Sm Engines</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 16
Existing Program – Mechanized Agriculture Technician Certificate

The current certificate program offered by the Modesto Junior College Agriculture and Environmental Science Department was developed many years ago. The program as written is well suited for students pursuing careers in the production farming areas or transferring into Agriculture Engineering. This program has served many students well over the years but the current economic and agriculture climate has changed and thus has the needs of many of our students. Consequently many students have found the current program to insufficiently meet their career needs.

New Changes – Basic Heavy Equipment Technician Certificate

The Agriculture Mechanics industry has seen many changes over the past few years. The industry has become much more specialized in its career offerings. No longer do graduates go back to the farm and repair their own equipment. Graduates now obtain positions at truck/tractor dealerships or private repair shops and exclusively repair equipment as a career. The current certificate program prepares students for the wide breadth of skills needed for the farming industry but does a poor job of preparing completers to be competitive in today’s highly technical repair industry. This additional certificate option would give students the option to specialize in the repair industry giving them the skills needed to obtain an entry level position in the Heavy Equipment Repair Industry.
Existing Program – Mechanized Agriculture Technician Certificate

In this program, students will develop skills and knowledge to enter the mechanized agriculture field. Contact the division office in the agriculture building for advising purposes.

New Changes – Basic Heavy Equipment Technician Certificate

Upon successful completion of the Basic Heavy Equipment Technician Certificate the student will possess the necessary skills, knowledge, and training for entry-level employment in the heavy equipment repair industry, the heavy truck repair industry, and the agriculture repair industry.
New Changes – Basic Heavy Equipment Technician Certificate

AGM 289 – Principles of Power Mechanics and Small Engines 3 Units
AGM 241 – Diesel Engine Principles 3 Units
AGM 210 – Agriculture Welding 3 Units
AGM 280 – Mobile Hydraulics 3 Units
AGM 243 – Heavy Machinery Electrical Systems 3 Units
AGM 214 – Equipment Service and Safety 1 Unit

Total 16 Units
California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM
Criteria A.4 Background and Rationale

If Needed
The addition of the Basic Heavy Equipment Technician Certificate will be a complement to the existing certificate. Students will be able to choose which certificate best fits their career goals. Additionally the Mechanized Agriculture program currently has enrolled several students attending evening classes to upgrade technical information. These students do not fit well into the current certificate or AS degree programs and therefore are not considered as completers. This new certificate program will give these students the opportunity to apply the courses they are already taking to a certificate program. In addition the college will be able to recognize these students as completers.
It’s difficult to derive a solid number of completers for this program because it is believed that enrollment will significantly increase with the implementation of the certificate. Currently there are roughly 20-25 students majoring in Power Mechanics, either the certificate or the AS degree concentrations. In addition to these students the individuals who take night classes will also qualify as a certificate completer increasing the number by 10 or more students. Currently it looks as though we could have 25 – 35 completers per year. In addition to this the department hopes to create a one semester certificate tract program. If this program is implemented the projection of certificate completers is thought to be 40-50 students per semester.
Each of the neighboring community colleges (Merced and Delta) have “Agriculture Mechanics” certificate programs. Neither of these colleges places a great emphasis on the certificate program and places the greatest amount of effort on the AS degree programs. Because of this it generally takes the average student two years to finish the certificate program at these institutions. The program MJC is proposing is a one Certificate per Semester program where a student can take all of the required classes for a certificate in a semester. The student can then move onto a career if he/she chooses or continue and obtain more advanced certificates. This approach competes with the private institutions like UTI, WYO-Tech, much better. We feel that we can provide the same if not a better education than the private institutions at a more reasonable cost to the student.
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Transferability – N/A
Attachments – A – Course Outlines
  B – Articulation Agreements – N/A
As there is currently a Power Mechanics program in existence. The facilities for the additional certificate would be adequate. If the program expands beyond expectations, then any facilities concerns will be addressed at that time.

At first onset of the certificate program, the impact on faculty load will be minimal. Class size will be expected to increase but additional sections will not be needed in the near future. If any sections need to be added many of the courses can be covered by several of the well qualified adjunct professors available in the immediate area.
At this time there are no mandatory licensing or accreditations specific to heavy or diesel mechanics programs. The college does undergo WASC accreditation and the Power Mechanics program was accredited through a voluntary program administered by the Outdoor Power Equipment Society.
Certificate of Achievement: Heavy Machinery Management  

Mechanized Agriculture Technician  

Todd Conrado  

T.O.P. Code  

Recommended T.O.P. Code  

Units for Degree Major or Area of Emphasis  

Required Units—Certificate  

Projected Annual Completers  

PROJECTED START DATE FOR CHANGE  

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION  

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. Number the sections of the narrative to match the lists below. If appropriate, you may note that a section is “not applicable” but do not re-number the sections. Provide documentation in the form of attachments as indicated.

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1. Statement of goals and objectives for existing program, including new changes.  
2. Catalog description for existing program, including new option.  
3. New requirements (list of required courses).  
4. Optional: Discussion of background and rationale (if needed).

Criteria B. Need  
5. Place of option in the curriculum – relation to existing program and options; relation to other programs.  
6. Enrollment and Completer Projections  
7. Optional: Discussion of impact on other colleges in region.  
8. Discussion of labor market need or job availability (for career technical education only).

Criteria C. Curriculum Standards  
9. Transfer applicability to two 4-year institutions (if applicable).  
   Attachment: Course outlines for required courses (required for all applications).  
   Attachment: Articulation Agreements (if applicable).

If applicable to revised program:  
10. Criteria D-Adequate Resources: Facilities, additional faculty, and new equipment or library resources  
11. Criteria E-Compliance: Enrollment restrictions and licensing or accreditation standards

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
REQUIRED SIGNATURES

Option or Cert. Title _______________________________________ College ______________________

LOCAL CURRICULUM APPROVAL:
Changes proposed in this application have been approved by the curriculum committee and instructional administration, and all applicable requirements of Title 5 regulations have been satisfied.

_________________________ _______________________________ _______________________________
DATE SIGNATURE, CHAIR, CURRICULUM COMMITTEE TYPED OR PRINTED NAME

_________________________ _______________________________ _______________________________
DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER TYPED OR PRINTED NAME

_________________________ _______________________________ _______________________________
DATE SIGNATURE, ACADEMIC SENATE PRESIDENT TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:
Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

_________________________ _______________________________ _______________________________
DATE SIGNATURE, ADMINISTRATOR OF CTE TYPED OR PRINTED NAME

Changes proposed in this application been reviewed by the Career Technical Education Regional Consortium, and approval was recommended on _______________________________ (date).

_________________________ _______________________________ _______________________________
DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM TYPED OR PRINTED NAME

COLLEGE PRESIDENT:
All provisions of Title 5, Section 55130 have been considered. All factors, taken as a whole, support establishment and maintenance of the proposed changes to an existing, approved program.

_________________________ _______________________________ _______________________________
DATE SIGNATURE, PRESIDENT OF THE COLLEGE TYPED OR PRINTED NAME

DISTRICT APPROVAL (check one):

☐ On _______________________________ (date), the governing board of the _______________________________ District approved the proposed changes to this existing program attached to this request.

☐ The governing board has delegated to me the authority to approve substantial changes to existing programs, and I have approved the option or certificate attached to this request.

_________________________ _______________________________ _______________________________
DATE SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND ONE COPY OF THIS FORM AND ALL ATTACHMENTS
In this program, students will develop skills and knowledge for the successful management of heavy equipment. To earn a Certificate of Achievement, the student must complete the following coursework. Each course must be completed with a grade of C or better. Contact the division office in the Agriculture Building for advising assistance.

### Required Courses - Complete 15 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGM 200</td>
<td>Introduction to Mechanical Technology</td>
<td>3</td>
</tr>
<tr>
<td>AGM 214</td>
<td>Equipment Service and Safety</td>
<td>1</td>
</tr>
<tr>
<td>AGM 215</td>
<td>Machinery Management</td>
<td>2</td>
</tr>
<tr>
<td>AGEC 200</td>
<td>Agricultural Accounting and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 220</td>
<td>Agricultural Business Management</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 225</td>
<td>Agriculture Computer Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units**: 15
Existing Program – Mechanized Agriculture Technician Certificate

The current certificate program offered by the Modesto Junior College Agriculture and Environmental Science Department was developed many years ago. The program as written is well suited for students pursuing careers in the production farming areas or transferring into Agriculture Engineering. This program has served many students well over the years but the current economic and agriculture climate has changed and thus have the needs of many of our students. Consequently many students have found the current program to does not meet their career needs.

New Changes – Heavy Equipment Management Certificate

Today many students find themselves responsible for the care and management of mobile heavy equipment at the workplace. The current programs do not prepare students for this management responsibility. This certificate will give students the skills necessary to responsibly manage machinery for its most cost effective and productive life cycle.
Existing Program – Mechanized Agriculture Technician Certificate

In this program, students will develop skills and knowledge to enter the mechanized agriculture field. Contact the division office in the agriculture building for advising purposes.

New Changes – Heavy Equipment Management Certificate

Upon successful completion of the Basic Heavy Equipment Technician Certificate the student will posses the necessary skills, knowledge, and abilities for making well informed management decisions regarding heavy equipment such as the purchase, repair, and maintenance of such machinery. Equipment and machinery purchasing, maintenance, and management are an important aspect of business decisions within the heavy equipment, heavy truck and agriculture industries.
New Changes – Heavy Equipment Management Certificate

AGM 200 – Introduction to Mechanical Technology               3 Units
AGM 215 – Machinery Management                                 2 Units
AGM 214 – Equipment Service and Safety                        1 Unit
AGEC 200 - Agriculture Accounting and Analysis                3 Units
AGEC 220 – Agriculture Business Management                    3 Units
AGEC 225 – Agriculture Computer Applications                  3 Units

Total                                           15 Units
If Needed
The addition of the Heavy Equipment Management Certificate will be a complement to the existing certificates and AS degrees. Upon successful completion of the proposed certificate in conjunction with either a Certificate or AS degree in Ag Mechanics or Ag Management would make this graduate highly marketable. In addition any student wanting to return to update and improve skills for career advancement within an industry would find this certificate highly attractive.
It’s difficult to derive a solid number of completers for this program due to the fact that nothing like it currently exists. It is believed that many students will choose to add this certificate to their degree while attending MJC.
Neither of the neighboring community colleges (Merced and Delta) have programs similar to this program. It is believed to have little impact due to the fact that few students will attend MJC solely for the proposed certificate but will choose to add it to their current course of study.
Labor market statistics for the proposed program are nearly impossible to generate. To our knowledge now such numbers for such a position are collected due to the fact that this area is but a part of a management responsibility and not a job description unto itself.
California Community Colleges

SUBSTANTIAL CHANGES TO AN APPROVED CREDIT PROGRAM
Criteria C.9 Curriculum Standards

Transferability – N/A
Attachments – A – Course Outlines
        B – Articulation Agreements – N/A
Since this proposed certificate program takes existing courses and configures them into a logical certificate sequence and no additional courses will be needed neither will there be a need for additional facilities or resources.
At this time there are no mandatory licensing or accreditations specific to this certificate program.
Modesto Junior College recognizes the Advanced Placement (AP) Program of the College Entrance Examination Board. Advanced Placement credit will be granted to those students earning a score of 3, 4, or 5 according to the following policy:

### AP POLICY
- Students must be enrolled at MJC in order to apply for unit credit for AP exams.
- Students will be granted unit credit for AP exam scores of three (3), four (4), or five (5) toward the fulfillment of requirements reflected in the chart.
- Unit credit earned through AP exams will be listed on the transcript based on the AP exam passed.
- Unit credit earned through AP exams to satisfy MJC-GE/Activities/Competencies will be based on the comparable course in the MJC catalog. A list of the comparable courses for each AP exam will be available from the MJC Articulation Officer (MM 205 D) upon request.
- All CSU campuses will accept the minimum units shown toward the fulfillment of the designated general education breadth area if the exam is included in a full or subject area certification.
- Units earned by AP exams will be used to meet IGETC (Intersegmental General Education Transfer Curriculum), with the exception of critical thinking, Area 1B & Speech Communication, Area 1C.
- Official score reports from the College Board AP Program must be sent to Modesto Junior College, Attention: Vice President, Student Services. Official score reports can be requested at (888) 225-5427 (toll-free).

### FOUR-YEAR UNIVERSITY CAUTION
The applicability & quantity of unit credit for AP exams granted toward major or satisfaction of prerequisites or baccalaureate degree requirements continues to be determined by the individual CSU/UC/private campuses. Students should check with the transfer campus of their choice for its policies on awarding unit credit for AP exams.

### AP RESTRICTIONS
- Unit credit for AP exams will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC or the thirty (30) unit credit by examination limitation on challenge examinations.
- Unit credit for AP exams will not be used to satisfy the college’s twelve-unit (12) residency requirement.
- Unit credit for AP exams will not be used to satisfy financial aid, veterans, or EOPS eligibility criteria regarding enrollment status.
- MJC does not grant lab credit for AP exams in Natural Sciences.
- Unit credit for AP exams will not be used in lieu of MJC Assessment Tests to satisfy reading, writing, or math prerequisites.

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**Prerequisite Challenge petitions & Course Substitution forms are available through the respective division office.**

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### MJC AP Course Equivalency Grid (PROPOSED)

Updated for the MJC Curriculum Committee Meeting, October 1, 2008

<table>
<thead>
<tr>
<th>AP Examination Name</th>
<th>CSU-GE Areas &amp; Unit Credit Granted</th>
<th>IGETC Areas &amp; Unit Credit Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>C</td>
<td>C1 &amp; C2</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>B2 &amp; B3</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>D2 &amp; B4</td>
<td>B3</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>D2 &amp; B4</td>
<td>B3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A</td>
<td>B1 &amp; B3</td>
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<tr>
<td>Chinese Language &amp; Culture</td>
<td>C2</td>
<td>3B &amp; 6A</td>
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<tr>
<td>Comparative Govt. &amp; Politics</td>
<td>B</td>
<td>D8 &amp; 4H</td>
</tr>
<tr>
<td>Computer Science A/B</td>
<td>D2</td>
<td>N/A &amp; N/A</td>
</tr>
<tr>
<td>English Language</td>
<td>D1 &amp; 1A</td>
<td>C2</td>
</tr>
<tr>
<td>English Literature</td>
<td>D1 &amp; C2</td>
<td>C2</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>A</td>
<td>B2 &amp; B3</td>
</tr>
<tr>
<td>European History</td>
<td>C</td>
<td>D6 &amp; 4F</td>
</tr>
<tr>
<td>French Language</td>
<td>C</td>
<td>C2 &amp; 6A</td>
</tr>
<tr>
<td>French Literature</td>
<td>C</td>
<td>C2 &amp; B3</td>
</tr>
<tr>
<td>German Language</td>
<td>C</td>
<td>C2 &amp; 6A</td>
</tr>
<tr>
<td>Human Geography</td>
<td>B</td>
<td>D5 &amp; 4F</td>
</tr>
<tr>
<td>Italian Language &amp; Culture</td>
<td>C</td>
<td>C2 &amp; 6A</td>
</tr>
<tr>
<td>Japanese Language &amp; Culture</td>
<td>C</td>
<td>C2 &amp; 6A</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>C</td>
<td>C2 &amp; B3</td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>C</td>
<td>C2 &amp; 6A</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>B</td>
<td>D2 &amp; 4B</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>B</td>
<td>D2 &amp; 4B</td>
</tr>
<tr>
<td>Music Theory</td>
<td>C</td>
<td>C1 &amp; 4B</td>
</tr>
<tr>
<td>Physics B</td>
<td>A</td>
<td>B1 &amp; 5A</td>
</tr>
<tr>
<td>Physics C: Electricity/ Magnetism</td>
<td>A</td>
<td>B1 &amp; B3</td>
</tr>
<tr>
<td>Physics C: Mechanics</td>
<td>A</td>
<td>B1 &amp; B3</td>
</tr>
<tr>
<td>Psychology</td>
<td>B</td>
<td>D9 &amp; 4I</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>C</td>
<td>C2 &amp; 3B</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>C</td>
<td>C2 &amp; 3B</td>
</tr>
<tr>
<td>Statistics</td>
<td>D2 &amp; B4</td>
<td>B4 &amp; 2H</td>
</tr>
<tr>
<td>Studio Art: 2D Design</td>
<td>D2 &amp; B4</td>
<td>B4</td>
</tr>
<tr>
<td>Studio Art: 3D Design</td>
<td>D2 &amp; B4</td>
<td>B4</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>D2 &amp; B4</td>
<td>B4 &amp; 2H</td>
</tr>
<tr>
<td>U.S. Government &amp; Politics*</td>
<td>B</td>
<td>D8 &amp; 4H</td>
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<tr>
<td>U.S. History *</td>
<td>B</td>
<td>D6 &amp; 4F</td>
</tr>
<tr>
<td>World History</td>
<td>B</td>
<td>D6 &amp; 4F</td>
</tr>
</tbody>
</table>

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**LEGEND**

- MJC "Math" Competency Met or Exceeded
- MJC "Written Expression" Competency Met or Exceeded
- MJC "Activities Requirement" Met (and units earned as indicated)
Santa Monica College Advanced Placement English Study

The data below was collected from Fall 2004 through and including Winter 2008. Prior to Fall 2004, SMC required a score of 4 on the English AP in order to waive students into second semester composition/critical thinking, English 2. Upon learning that the University of California accepts a score of 3 to satisfy 1st semester composition for admission purposes for transfer students, the SMC English faculty decided to allow a score of 3 or better to satisfy first semester English composition. Students with a 3 or better are now allowed to enroll directly into English 2, Critical Analysis and Intermediate Composition.

**Column A:** All students that took English 1 (first semester composition) and received a “C” grade, the lowest grade possible to enter into English 2 (composition and critical thinking) (3599 students)

**Column B:** All students that took the AP English exam and received a score of 3, the lowest scores possible to enter into English 2 (325 students). Students that were waived into English 2 with a score of 4 or 5 were excluded from this study.

<table>
<thead>
<tr>
<th></th>
<th>COLUMN A (SMC English 1 students)</th>
<th>COLUMN B (AP English students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>8.9% (319)</td>
<td>4.6% (15)</td>
</tr>
<tr>
<td>Inc.</td>
<td>.14% (5)</td>
<td>0</td>
</tr>
<tr>
<td>NC</td>
<td>.03% (1)</td>
<td>0</td>
</tr>
<tr>
<td>Cr</td>
<td>.06% (2)</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>3% (109)</td>
<td>2.8% (9)</td>
</tr>
<tr>
<td>D</td>
<td>3% (107)</td>
<td>1.2% (4)</td>
</tr>
<tr>
<td>C</td>
<td>36.7% (1323)</td>
<td>4.9% (16)</td>
</tr>
<tr>
<td>B</td>
<td>36.8% (1326)</td>
<td>28.9% (94)</td>
</tr>
<tr>
<td>A</td>
<td>11.3% (407)</td>
<td>57.5% (187)</td>
</tr>
<tr>
<td>% of students that passed English 2</td>
<td>84.86%</td>
<td>91.3%</td>
</tr>
</tbody>
</table>

Conclusion: Students who complete either English AP exam with a score of 3 pass English 2 at a higher rate and earn demonstrably more A’s than students that earn a C in SMC’s English 1.

Updated May 21, 2008
Dear Dr. Railey,

I am the new staff person in the System Office that is assisting Stephanie Low in the review and subsequent approval of low-unit certificates of 12 to 18 semester units as Certificates of Achievement.

I am writing regarding Modest Junior College’s applications for proposed certificate programs of less than 18 units and the accompanying request that each program be approved to award a Certificate of Achievement. Specifically, the proposed certificate programs under review are: 1) Accounting Clerk; 2) Basic Fire Academy; 3) Computer Applications Specialist; 4) Computer Network Administration; 5) Computer Network Technician; 6) Computer Programming Specialist; 7) Dairy Industry Technician; 8) Flexographic Printing; 9) International Business; 10) Machine Tool Technology I; 11) Office Computer Applications; 12) Office Support; 13) Prepress; 14) Presses & Bindery; 15) Printing Maintenance; 16) Records Management/Data Entry Specialist; and 17) Veterinary Technician. Please note that the numbers 1-17 reflected below correspond to the aforementioned list of the college’s proposed certificate programs. The following additional documentation is required in order to complete my review.

- **Curriculum Standards**—For proposed certificates 1-17, please provide the outlines of record for all required courses for each certificate program.

- **Enrollment and Completer Projections**—Since these applications are for certificate programs that are currently serving students, we ask that you provide two years of recent enrollment and program completer data for certificates 1-17.

- **Labor Market Information and Analysis**—For certificates 1, 3, 7, 9, 11-12 and 16, please provide local not statewide labor market data in addition to giving consideration to projected net annual labor demand.

- **Program reviews for certificates**—The college’s proposed program review dates for certificates 1, 3-6, 11-12 and 16 do not comply with Education Code section 78016, which requires a program review every two years. You may want to give consideration to a program review date that complies with the two-year statutory requirement. This item does not affect approval of the college’s proposed certificates. It is provided for your information only.

- **Estimated FTE Faculty Workload**—Please provide the estimated FTE faculty workload for certificates 2 and 3.

- **List of Advisory Committee Members**—For the members of the advisory committee for certificate 9, please provide each member’s organization or affiliation because this required information was missing from the application.

Unfortunately, these applications cannot be approved without the additional documentation listed above. If you are not able to provide a response within 90 days, your applications will be denied.

Please let me know if I can be of further assistance.

James Harris
Academic Affairs Division
Chancellor’s Office, California Community Colleges
Hi Brian,

Thanks for your help this morning. Attached is the memo regarding the update needed for the CTE certificates we submitted to the Chancellor's Office for the 12-17 unit certificate approval process. As listed in their email to us, their comments regarding our certificate program review cycle were advisory and would not delay the approval process.

Update:

- We were able to reach James Harris today and their email system did block the files sent with our certificates and I will be sending him a pin drive with the course outlines loaded.
- Ken White provided the information I needed for certificate #9 which was the last bullet. The information was emailed to James this morning and Ken White was copied.
- Diana Sunday is finishing up the enrollment and completer projections for certificates 1-17
- Ken Hart is working on the Labor Market and Analysis
- The attached email addresses the program review piece
- I will be working with the deans to get the FTE for certificates 2 and 3.

Thanks Brian,

George
To: Brian Sanders  
CC: Karen Walters-Dunlap  
From: George Railey, Dean of Instructional Services  
Date: 10/15/2008  
Re: Two Year Program Review Cycle Required for all Vocational Programs/Certificates per Education Code Section 78016

Per California Education Code 78016, “(a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:”

(1) Meets a documented labor market demand.  
(2) Does not represent unnecessary duplication of other manpower training programs in the area.  
(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.  
   (b) Any program that does not meet the requirements of subdivision  
      (a) and the standards promulgated by the governing board shall be terminated within one year.  
      (c) The review process required by this section shall include the review and comments by the local  
          Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of  
          the Unemployment Insurance Code, which review and comments shall occur prior to any  
          decision by the appropriate governing body.  
      (d) This section shall apply to each program commenced subsequent to July 28, 1983.  
      (e) A written summary of the findings of each review shall be made available to the public.

Therefore, I am requesting the Curriculum Committee change the program review date of the following CTE Certificates to comply with California Education Code 78016.

<table>
<thead>
<tr>
<th>Certificate Name</th>
<th>Current Program Review Date</th>
<th>Required Review Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Computer Applications Specialist</td>
<td>2012</td>
<td>2010</td>
</tr>
<tr>
<td>Computer Programming Specialist</td>
<td>2012</td>
<td>2010</td>
</tr>
<tr>
<td>Office Computer Applications</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Office Support</td>
<td>2011</td>
<td>2010</td>
</tr>
<tr>
<td>Records Mgt./Data Entry Specialist</td>
<td>2011</td>
<td>2010</td>
</tr>
</tbody>
</table>
TOPIC: Credit for Courses Taken at Institutions of Higher Learning Outside the United States

ISSUE DATE: INITIATED BY:

CHANGES: New Regulation DATES OF CHANGES:

Section 1: Policy

The intent of this policy is to provide a process for granting Associate Degree credit for coursework completed at institutions of higher education outside the United States which are deemed comparable or equivalent to the first two years of college at regionally accredited institutions. Credit is authorized for work completed at these institutions under the provisions of this regulation this procedure.

1. Students must be a continuing student or a new student at Modesto Junior College who has submitted a completed admissions application to the Admissions office before submitting an International Transcript Course Equivalency Request.

OR

1. After completion of 12 units within the Yosemite Community College District with a “C” (2.0) or higher grade point average, students may submit an International Transcript Course Equivalency Request to have coursework completed at institutions of higher education outside the United States be evaluated by Modesto Junior College.

2. A maximum of the equivalent of 30 semester units may be accepted for coursework completed at an institution of higher education outside the United States.

3. Students who have attended a college or university outside of the United States and would like to have their credits transferred to Modesto Junior College must first have their official transcripts evaluated by a NACES (National Association of Credential Evaluation Services) affiliated foreign transcript evaluation service. The list of NACES members is available in Morris Memorial, Rm 107.

4. For UNIT credit to be awarded, the following must be included in the official evaluation/equivalency report that has been translated to English:
   a. Detailed evaluation of course work to include the courses, units (semester or quarter), grades (A-F, P/NP, CR/NC, percentage--including percentage required for a passing grade)
   b. Information regarding the level of the course (upper or lower division)
c. The evaluation must indicate that the studies are comparable to those awarded by **regionally accredited institutions** in the United States. No credit will be awarded if there is no “regionally accredited” notation.

5. For **COURSE** credit to be awarded, the following information needs to be obtained and attached to the **International Transcript Course Equivalency Request**. In addition to the requirements reflected in Section 1: Policy 4 a-c of the regulation. It is the responsibility of the student to obtain this information from course catalogs, course syllabi, or detailed transcripts. This information must be translated into English. Modesto Junior College faculty and Division Deans will utilize this information to determine course/subject equivalency.
   a. course description
   b. topics covered
   c. hours (lecture hours and/or lab hours)
   d. prerequisite(s), if applicable
   e.

A meeting with the instructor may be required if insufficient information is provided for items a-d.

**Note:** Only **unit elective credit*** can will be granted if provisions of Section 1: **Policy # 5** of this regulation have not been met.

6. If coursework that has been evaluated by a foreign transcript service is further reviewed and approved by an MJC division through the course equivalency request process, then:
   a. Course title(s) will reflect those in the MJC catalog.
   b. Course(s) will be granted unit credit as they equate to MJC course(s) whether or not the evaluated transcript reflects fewer or greater units than the MJC course(s).
   c. All grades of (C) or better will be converted to a Pass (P) grade. These units will not be counted toward the student’s GPA.

**Section 2: Procedures**

Modesto Junior College has developed the following procedures for students seeking to obtain course and/or unit credit for coursework completed at institutions of higher education outside the United States

1. **Student submits** official evaluation equivalency report evaluated transcript(s) to the Records Office, Morris Memorial, Rm 105

2. Transcript(s) are checked into Datatel and scanned into Matrix.

*Unit credit is defined as elective credit, not equivalent to a specific course*

3. **Student is sent notification** that evaluated transcript(s) official evaluation equivalency report has have been received and is directed to meet with a counselor to discuss how coursework may apply to his/her academic goals at MJC.

4. **Student meets with a counselor to review academic goals and review translated transcript(s) official evaluation equivalency report** to determine if any courses may satisfy those goal requirements or may be equivalent to MJC courses. Only lower division work will be considered.
5. Student will complete the *International Transcript Course Equivalency Request* form, attach additional information outlined in Section #1: Policy 5 a-d, and submit it to the appropriate division for review.

6. Division faculty/Dean will review the course equivalency request and supporting documents, complete the “For Division Use Only” portion of the *International Transcript Course Equivalency Request* form and return it to the Evaluations Office.

7. Evaluator will award the student a course equivalency based upon the recommendation of the division, and adjust the student’s record. Equivalent coursework will not be listed on the student’s official transcript. These equivalencies will only be used to satisfy MJC Associate Degree and/or certificate requirements and will not be transferred or forwarded to other colleges or universities.

8. All grades of “C” or better will be converted to a Pass (P) grade. These units will not be counted toward the GPA.

9. Evaluations Office will notify the student in writing of the outcome of his/her equivalency request.

### Section 3: Restrictions

1. **Equivalent coursework will not appear on MJC’s official transcript.**

2. **Course equivalencies are used only for MJC requirements and are not transferred or forwarded to other colleges or universities.** The equivalent coursework shall be used for all degrees and certificates awarded by MJC, except that:

   a. Coursework taken outside the United States may not be used to satisfy the Associate Degree’s Reading and Written Expression or Oral Communication requirement. Students may challenge this requirement if courses were taken in the United Kingdom or Canada. Additional information outlined in Section 1: Policy 5 a-d must be submitted to the appropriate division for challenge review.

   b. Possessing a foreign degree comparable to a bachelor’s degree or higher does not satisfy the general education, competency requirements, and guidance and activities requirement for an Associate of Arts or Associate of Science degree at Modesto Junior College.

3. Students wishing to transfer should consult with their prospective institution. Transfer institutions evaluate foreign transcripts based on their own criteria.

4. Evaluated/equivalent coursework will not be used to satisfy requirements for transfer or be applied toward the CSU-GE and IGETC breadth patterns.

5. Unit credit for international coursework equivalency will not be included in the fourteen (14) unit P/NP graduation limitation established by MJC.