I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

Update on GUIDE 111 from 03/17/09

GUIDE 111 Career Awareness 1

Effective: Summer 2010
Modify: Course goal, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Removing: Online
Materials Fee Status: Maintaining fee: $18.00
Articulation Status: Transfers to CSU
General Education Status: Approved for MJC Guidance

M/S/U to approve MODIFICATIONS to GUIDE 111 (J. Lanning, M. Robles)
See notes on LOAD for GUIDE 109.

M/S to approve removal of ONLINE modality for GUIDE 111
(Motion withdrawn by representative.)

M. Garcia commented that this course was never approved for an online modality, so the removal was not required. However, later research in Instruction showed that this course was approved for ONLINE modality on 09/18/2007. In effect, no vote was taken at the 03/17/09 meeting regarding the modality. The voting record, therefore does not make it clear that the intention is to remove the online modality.

M/S/C to maintain placement of GUIDE 111 on GUIDANCE (P. Upton, M. Robles) (1 abstention)

09/18/07 Minutes:

GUIDE 111 Career Awareness 1

Effective: Summer 2008
TMI: Requesting Online modality
Restrictions: None
Fulfills MJC Guidance Requirement
Articulation: Transfers to CSU
GUIDE 111 approved for TMI modality in Summer 2008.

III. NOTIFICATION

Clarification on Eligibility for MJC President's List
Effective: 2010-2011 MJC Catalog

Current policy
“To be eligible for the President’s list (formerly Dean’s List) the student must complete a minimum of 12 degree-applicable units at MJC and have a grade point average (GPA) of 3.5 or better with no grade lower than a C. The student receives a personal letter of commendation.”
Clarification of policy

“To be eligible for the President’s list (formerly Dean’s List) the student must complete a minimum of 12 degree-applicable units in a semester at MJC and have a grade point average (GPA) of 3.5 or better with no grade lower than a C. The student receives a personal letter of commendation.”

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IV. CONSENT

ENGTC 215 Introduction to Solid Modeling 1 099
Effective: Summer 2009 Expedited!
Modify: Hours
Division indicated that the hours listed on the approved outline of record are incorrect.
The course was last approved November 07, 2000. No draft is underway in CurricUNET.

V. DISCUSSION

ANTHR 101 Physical Anthropology 3 105
Effective: Summer 2010
Modify: Course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Requesting: Online, hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: A, CSU-GE: B2, D1, IGETC 5B

ANTHR 104 Linguistic Anthropology 3 115
Effective: Summer 2010
Modify: Title, description, restrictions, course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Requesting: (A) Satisfactory completion of ENGL 101
Distance Education Status: Requesting: Online, hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: C, CSU-GE: C2, D1, IGETC 3B, 4A

ANTHR 105 Physical Anthropology Laboratory 1 125
Effective: Summer 2010
Modify: Course goal, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (C) Concurrent enrollment in ANTHR 101
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: A, CSU-GE: B3, IGETC 5B

ANTHR 107 Forensic Anthropology Introduction 3 133
Effective: Summer 2010
Modify: Course goal, typical assignments, methods of instruction, textbooks
Enrollment Restrictions: None
Distance Education Status: Maintaining: Hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE
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AUTEC 373  Clean Air Car Course  5  191  
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Distance Education Status: Not approved for Distance Education  
Materials Fee Status: Requesting fees: $10.00  
Articulation Status: Does not transfer  
General Education Status: Not approved for GE  

CGR 395  Communication Graphics Open Lab  1,2,3  203  
Effective: Summer 2010  
Adopt  
Enrollment Restrictions: Requesting: (P) Satisfactory completion of CGR 211, CGR 214, CGR 221, CGR 223, and/or CGR 224  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Does not transfer  
General Education Status: Not approved for GE  

CHEM 113  Organic Chemistry 2  5  211  
Effective: Summer 2010  
Modify: Description, course goal, learning goals, content, typical assignments, methods of assessment, textbooks  
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of CHEM 112  
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Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Approved for CSU-GE: B1,B3, IGETC: 5A. Requesting MJC-GE: A.  

CHEM 150  Exploring Our Chemical Environment  3  233  
Effective: Summer 2010  
Modify: Description, articulation status, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks  
Enrollment Restrictions: None  
Distance Education Status: Requesting: Hybrid, online  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Approved for MJC-GE: A, CSU-GE: B3. Requesting IGETC: 5A  

CHEM 164  Introductory Chemistry Laboratory  2  235  
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<td>Survey of American Literature to 1850</td>
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<th>Survey of American Literature: 1850 to the Present</th>
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ENGL 163  Introduction to Shakespeare 3 479
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General Education Status: Approved for MJ-GE: C, CSU-GE: C2, IGETC: 3B

ENGL 168  Adolescent Literature 3 487
Effective: Summer 2010
Modify: Course goal, content, typical assignments, methods of assessment
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Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJ-GE C, CSU-GE: C2, IGETC: 3B

ENGL 169  Children's Literature 3 495
Effective: Summer 2010
Modify: Course goal, learning goals, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining: (A) Satisfactory completion of ENGL 101, (P) Satisfactory completion of ENGL 50
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJ-GE: C, CSU-GE: C2, IGETC: 3B

ENGL 171  Introduction to African-American Literature 3 503
Effective: Summer 2010
Modify: Description, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Requesting: (A) Satisfactory completion of ENGL 101, (P) Satisfactory completion of ENGL 50
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJ-GE: C, CSU-GE: C2, IGETC: 3B

ENGL 172  Introduction to Chicano/a Literature 3 513
Effective: Summer 2010
Modify: Title, modalities, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Requesting: (A) Satisfactory completion of ENGL 101, (P) Satisfactory completion of ENGL 50
Distance Education Status: Requesting: Online, hybrid
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJ-GE: C, CSU-GE: C2, IGETC: 3B
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<td>Introduction to Mexican Literature</td>
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ENGL 183  Introduction to Tutoring Composition  2  579
Eff ective: Summer 2010
Modify: Course goal, learning goals, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of ENGL 101
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE.

ENGL 184  Advanced Tutoring of Composition  2  587
Eff ective: Summer 2010
Modify: Course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of ENGL 183
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE.

INTEC 262  Hydraulics / Pneumatics  3  597
AGM 262  Cross-listed Course
Eff ective: Summer 2010
Modify: Description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE.

MATH 47  Skills for Success in Non-transfer Level Courses  ½  605
Eff ective: Summer 2009 Expedited!
Modify: Title, description, restrictions, course goal, learning goals, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Removing: (P) Satisfactory completion of MATH 20 or eligibility for MATH 70 via the MJC Assessment process.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for GE

MATH 49  Skills for Success in Transfer Level Math Courses  ½  619
Eff ective: Summer 2009 Expedited!
Modify: Title, description, repetitions, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Removing: (P) Satisfactory completion of MATH 70, MATH 71, MATH 72, or MATH 90
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Does not transfer
General Education Status: Not approved for GE
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<td>Defensive Baseball Theory</td>
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PE 108  Care and Prevention of Athletic Injuries 3 749
Effective: Summer 2010
Modify: Description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment
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Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Not approved for GE

PE 109  Peak Performance Through Mental Training 3 757
Effective: Summer 2010
Modify: Course goal, typical assignments, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Requesting: Online
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: None

PE 111  Application of Sports Medicine 3 767
Effective: Summer 2010
Modify: Learning goals, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of PE 108
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Not approved for GE

PE 113  Offensive/Defensive Softball Theory 1 777
Effective: Summer 2010
Modify: Description, course goal, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Not approved for GE

PE 115  Officiating: Fall Sports 3 785
Effective: Summer 2010
Modify: Learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Not approved for GE

PE 130  Personal Trainer Health Fitness Instructor 3 793
Effective: Summer 2010
Modify: Course goal, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (A) Satisfactory completion of PEC 195, PEC 197, or PEW 192
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE
PE 141  Supervision in Athletic Training  2  803  
Effective: Summer 2010  
Modify: Description, repetitions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks  
Enrollment Restrictions: Requesting: (P) Satisfactory completion of PE 108  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: Not approved for GE

PEVM 115  Varsity Football  3  813  
Effective: Summer 2010  
Modify: Field trips, course goal, content, typical assignments, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC.  
General Education Status: Approved for MJC-GE: Activities

SM 331  Sheet Metal and Installation 1  3  821  
Effective: Summer 2010  
Modify: Description, course goal, content, typical assignments, methods of assessment, textbooks  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Does not transfer  
General Education Status: Not approved for GE

VI. UNFINISHED BUSINESS

Informational Items

1. Title 5 Compliance Progress  
   K. Walters Dunlap / B. Adams  
   No report

2. CurricUNET Trainings  
   B. Adams  
   a. Training scheduled  
      March 26, 2009  FH 154  3:00 – 4:30  
      Trainings in April TBD

3. End of year review session  
   B. Adams  
   b. April 14  
   c. Pizza and soda provided
VII. NEW BUSINESS

Action Items

1. CurricUNET Approval Process
   B. Adams

Information Items

1. Title V and Catalog Rights
   S. Agostini / B. Adams 829
2. 2009-2010 Curriculum Committee meeting schedule
   B. Adams 831

VIII. TASK FORCES

1. Special Topics, Experimental, Independent, Work-Experience Task Force
   No report
   B. Adams

2. CurricUNET Implementation Task Force Update
   No report
   B. Sanders / B. Adams

IX. PUBLIC COMMENT
I. APPROVAL OF ORDER OF AGENDA

II. APPROVAL OF MINUTES

M/S/U to approve the minutes of 03/03/2009 with changes noted.

III. NOTIFICATION

Hearing no objections, the committee was notified of the following curriculum actions.

AGM 222  Compact Power Equipment Repair 1 001
Effective: Summer 2010
INACTIVATE
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE
Program Impact:
1. Landscape and Park Maintenance Certificate of Achievement
2. Nursery Production Certificate of Achievement
3. Recreational Land Management A.S. Degree
Faculty author verified there is no adverse effect to any affiliated programs.

AUBDY 304  Automotive Collision Repair 4 009
Effective: Summer 2010
INACTIVATE
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact: 1. Autobody/Collision Repair Certificate of Achievement

AUBDY 351  Auto Body Collision Repair 1 019
Effective: Summer 2010
INACTIVATE
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact: 1. Autobody/Refinishing Skills Recognition Award
AUBDY 352  Auto Body Collision Repair 2 2 027
Effective: Summer 2010

INACTIVATE
Articulation Status: Does not transfer
General Education Status: Not approved for GE
Program Impact: None

MUSA 155  Vocal Master Class 1 037
Effective: Summer 2009 Expedited!
Modify: Requisites
Enrollment Restrictions: Adding: (C) Concurrent enrollment in MUSA 153 or MUSA 154
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Not approved for GE

IV. DISCUSSION

AGEC 210  Elements of Agricultural Economics 3 043
Effective: Summer 2010
Modify: Description, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Adding: (A) Satisfactory completion of or concurrent enrollment in MATH 70
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Approved for MJC-GE: B, CSU-GE: D2
M/S/U to approve MODIFICATIONS to AGEC 210 (J. Lanning, M. Robles)
M/S/C to approve ADVISORY for AGEC 210 (E. Maki, M. Lynch) (1 abstention)
M/S/C to maintain GE placement on MJC-GE and CSU-GE (P. Upton, M. Robles) (1 abstention)

AUBDY 301  Automotive Collision Repair 1 5 051
Effective: Summer 2010
Modify: Description, materials fees, course goal, learning goals, content, typical assignments, methods of assessment, textbooks
Enrollment Restrictions: Requesting (A) Satisfactory completion of or concurrent enrollment in AUBDY 321.
Distance Education Status: Not approved for Distance Education
Materials Fee Status: Requesting fee increase from $25.00 to $45.00.
Articulation Status: Does not transfer.
General Education Status: Not approved for GE
M/S/U to approve MODIFICATIONS to AUBDY 301 (J. Lanning, M. Robles)
M/S/C to approve ADVISORY for AUBDY 301 (E. Maki, M. Lynch) (1 abstention)
M/S/C to increase MATERIALS FEE for AUBDY 301 (M. Garcia, J. Sola) (1 abstention)

AUBDY 302  Automotive Collision Repair 2 5 061
Effective: Summer 2010
Modify: Description, materials fees, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of AUBDY 301
Distance Education Status: Not approved for Distance Education
Materials Fee Status: Requesting fees: $50.00
Articulation Status: Does not transfer
March 17, 2009

AUBDY 321  Automotive Spray Refinishing 1  
**Effective:** Summer 2010  
Modify: Materials fees, course goal, content, typical assignments, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: Requesting fees: $35.00  
Articulation Status: Does not transfer  
General Education Status: Not approved for GE  
**M/S/U to approve MODIFICATIONS to AUBDY 321 (J. Lanning, M. Robles)**  
**M/S/C to add MATERIALS FEE for AUBDY 321 (M. Garcia, J. Sola) (1 abstention)**

AUTEC 311  Basic Automotive Systems  
**Effective:** Summer 2010  
Modify: Units, description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment, textbooks  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: Maintaining fees: $27.00  
Articulation Status: Does not transfer  
General Education Status: Not approved for GE  
**M/S/U to approve MODIFICATIONS to AUTEC 311 (J. Lanning, M. Robles)**  
**M/S/C to maintain MATERIALS FEE for AUTEC 311 (M. Garcia, J. Sola) (1 abstention)**

CGR 211  InDesign and Typography 1  
**Effective:** Summer 2009 **[Expedited]**  
Modify: Effective date  
Enrollment Restrictions: Maintaining: (A) Basic computer skills  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: Approved for MJC Activities  
**M/S/C to EXPEDITE IMPLEMENTATION of CGR 211 (S. Agostini, J. Sola) (9 ayes, 3 nays, 1 abstention)**

CGR 214  Bindery  
**Effective:** Summer 2009 **[Expedited]**  
Modify: Effective date  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: Not approved for GE  
**M/S/C to EXPEDITE IMPLEMENTATION of CGR 211 (S. Agostini, J. Sola) (9 ayes, 3 nays, 1 abstention)**

CGR 223  Lithographic & Flexographic Printing  
**Effective:** Summer 2009 **[Expedited]**  
Modify: Effective date  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None
### Curriculum Committee Agenda – rev. 3/27/2009 10:33 AM/sf/ba

#### March 17, 2009

**Articulation Status:** Transfers to CSU.  
**General Education Status:** Not approved for GE

**M/S/C to EXPEDITE IMPLEMENTATION of CGR 211 (S. Agostini, J. Sola)**  
(9 ayes, 3 nays, 1 abstention)

### CGR 224  Illustrator and Electronic Publishing  
- **Effective:** Summer 2009  
- **Modify:** Effective date  
- **Enrollment Restrictions:** None  
- **Distance Education Status:** Not approved for Distance Education  
- **Articulation Status:** Transfers to CSU.  
- **General Education Status:** Approved for MJC Activities

**M/S/C to EXPEDITE IMPLEMENTATION of CGR 211 (S. Agostini, J. Sola)**  
(9 ayes, 3 nays, 1 abstention)

### CGR 331  InDesign and Typography  
- **Effective:** Summer 2009  
- **Modify:** Effective date, restrictions

**Distance Education Status:** Not approved for Distance Education  
- **Materials Fee Status:** None  
- **Articulation Status:** Does not transfer.  
- **General Education Status:** Not approved for GE

**M/S/C to add PREREQUISITE and REMOVE ADVISORY for CGR 331 (E. Maki, M. Lynch)**  
(1 abstention)

**M/S/C to EXPEDITE IMPLEMENTATION of CGR 331 (S. Agostini, J. Sola)**  
(9 ayes, 3 nays, 1 abstention)

### CGR 332  Advanced Presses
- **Effective:** Summer 2009  
- **Modify:** Effective date

**Distance Education Status:** Not approved for Distance Education  
- **Materials Fee Status:** None  
- **Articulation Status:** Does not transfer.  
- **General Education Status:** Not approved for GE

**M/S/C to EXPEDITE IMPLEMENTATION of CGR 211 (S. Agostini, J. Sola)**  
(9 ayes, 3 nays, 1 abstention)

### FSCI 322  Fire Service Career Development/Promotions
- **Effective:** Summer 2010  
- **Modify:** Title, hours, restrictions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment

**Distance Education Status:** Not approved for Distance Education  
- **Materials Fee Status:** None  
- **Articulation Status:** Does not transfer  
- **General Education Status:** Not approved for GE

**M/S/U to approve MODIFICATIONS to FSCI 322 (J. Lanning, M. Robles)**

**M/S/C to approve PREREQUISITE for FSCI 322 (E. Maki, M. Lynch)**  
(1 abstention)

### FSCI 369  Training Instructor 1C  
- **Effective:** Spring 2009  
- **Adopt**  
- **Expedited!**
Enrollment Restrictions: Requesting: (P) Satisfactory completion of FSCI 353
Distance Education Status: Not approved for Distance Education
Materials Fee Status: Requesting fees: $165.00
Articulation Status: Does not transfer
General Education Status: Not approved for GE

M/S/U to approve the NEW COURSE FSCI 369 (J. Lanning, M. Robles)
M/S/C to approve PREREQUISITE for FSCI 369 (E. Maki, M. Lynch) (1 abstention)
M/S/C to approve MATERIALS FEE for FSCI 369 (M. Garcia, J. Sola) (1 abstention)
M/S/C to EXPEDITE IMPLEMENTATION of FSCI 369 (M. Lynch, J. Lanning)

GUIDE 109  
International Student / New American Focus  
Effective: Summer 2010
Modify: Title, description, restrictions, (load) course goal, learning goals, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Requesting: (A) Before enrolling in this course, students are strongly advised to have eligibility for ESL 45, 46
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Approved for MJC Guidance
M/S/U to approve MODIFICATIONS to GUIDE 109 (J. Lanning, M. Robles)
M. Adams noted that the faculty load indicated had an error. He reminded the committee that load is not approved by the committee, however this data is generated and implemented through the curriculum process and should be corrected when necessary. The error shows a 1 unit load of 3.33 percent, and it should be changed to 6.67% for all guidance courses.
M/S/C to approve ADVISORY for GUIDE 109 (E. Maki, M. Lynch) (1 abstention)
M/S/C to maintain placement of GUIDE 109 on GUIDANCE (P. Upton, M. Robles) (1 abstention)

GUIDE 110  
Educational Planning  
Effective: Summer 2010
Modify: Course goal, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Maintaining: Online
Materials Fee Status: None
Articulation Status: Transfers to CSU
General Education Status: Approved for MJC Guidance
M/S/U to approve MODIFICATIONS to GUIDE 110 (J. Lanning, M. Robles)
See notes on LOAD for GUIDE 109.
M/S/U to approve HYBRID modality for GUIDE 110 (M. Lynch, J. Lanning) (1 abstention)
M/S/C to maintain placement of GUIDE 110 on GUIDANCE (P. Upton, M. Robles) (1 abstention)

GUIDE 111  
Career Awareness  
Effective: Summer 2010
Modify: Course goal, content, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Removing: Online
Materials Fee Status: Maintaining fee: $18.00
Articulation Status: Transfers to CSU
General Education Status: Approved for MJC Guidance
M/S/U to approve MODIFICATIONS to GUIDE 111 (J. Lanning, M. Robles)
See notes on LOAD for GUIDE 109.
M/S/U to approve removal of ONLINE modality for GUIDE 111 (Motion withdrawn by representative.)
M. Garcia noted that this course was never approved for an online modality, so the removal was not required.*
(*See minutes of 3/31/09 for updated information GUIDE 111 DE.*)

**M/S/C to maintain placement of GUIDE 111 on GUIDANCE (P. Upton, M. Robles) (1 abstention)**

**GUIDE 112**  
Job Hunting Skills  
Effective: Summer 2010  
Modify: Title, description, repetitions, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: Approved for MJC Guidance  
**M/S/U to approve MODIFICATIONS to GUIDE 112 (J. Lanning, M. Robles)**  
See notes on LOAD for GUIDE 109.  
**M/S/C to maintain placement of GUIDE 112 on GUIDANCE (P. Upton, M. Robles) (1 abstention)**

**GUIDE 116**  
Orientation for Re-Entry Adults  
Effective: Summer 2010  
Modify: Description, course goal, learning goals, content, typical assignments, methods of instruction, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: Approved for MJC Guidance  
**M/S/U to approve MODIFICATIONS to GUIDE 116 (J. Lanning, M. Robles)**  
See notes on LOAD for GUIDE 109.  
**M/S/C to maintain placement of GUIDE 116 on GUIDANCE (P. Upton, M. Robles) (1 abstention)**

**INTEC 203**  
Industrial Mechanical/Pneumatic Components and Equipment  
Effective: Summer 2010  
Modify: Title, description, repetitions, course goal, learning goals, typical assignments, methods of instruction, methods of assessment  
Enrollment Restrictions: None  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU  
General Education Status: None  
**M/S/U to approve MODIFICATIONS to INTEC 203 (J. Sola, J. Michelena)**

**MATH 101**  
Mathematical Ideas and Applications  
Effective: Summer 2010  
Modify: Course goal, typical assignments, methods of instruction, methods of assessment  
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of MATH 90  
Distance Education Status: Not approved for Distance Education  
Materials Fee Status: None  
Articulation Status: Transfers to CSU and UC  
General Education Status: Approved for MJC-GE:D2, CSU-GE:B4, IGETC:2A  
**M/S/U to approve MODIFICATIONS to MATH 101 (J. Lanning, M. Robles)**  
**M/S/C to approve PREREQUISITE for MATH 101 (E. Maki, M. Lynch) (1 abstention)**  
**M/S/C to maintain placement of MATH 101 on MJC-GE, CSU-GE, and IGETC (P. Upton, M. Robles) (1 abstention)**

**MATH 105**  
Structure of Mathematics 1  
Effective: Fall 2009  
**Expedited**

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March 17, 2009
Modify: Course goal, typical assignments, methods of assessment
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of MATH 90
Distance Education Status: Requesting hybrid modality
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: D2, CSU-GE: B4

M/S/U to approve MODIFICATIONS to MATH 105 (J. Lanning, M. Robles)
M/S/C to maintain PREREQUISITE for MATH 105 (E. Maki, M. Lynch) (1 abstention)
M/S/U to approve HYBRID modality for MATH 105 (M. Lynch, J. Lanning) (1 abstention)
M/S/C to maintain placement of MATH 105 on MJC-GE, and CSU-GE (P. Upton, M. Robles) (1 abstention)
M/S/C to EXPEDITE IMPLEMENTATION of MATH 105 (M. Lynch, J. Lanning) (1 abstention)

MATH 106 Structure of Mathematics 2 4 275
Effective: Summer 2010
Modify: Restrictions, course goal, typical assignments, methods of assessment
Enrollment Restrictions: Requesting: (P) Satisfactory completion of MATH 105
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: D2, CSU-GE: B4

M/S/U to approve MODIFICATIONS to MATH 106 (J. Lanning, M. Robles)
M/S/C to maintain PREREQUISITE for MATH 106 (E. Maki, M. Lynch) (1 abstention)
M/S/C to maintain placement of MATH 106 on MJC-GE, and CSU-GE (P. Upton, M. Robles) (1 abstention)

MATH 121 Pre-Calculus 1 5 285
Effective: Fall 2009 Expedited!
Modify: Description, course goal, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: Maintaining: (P) Satisfactory completion of MATH 90
Distance Education Status: Requesting hybrid modality
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: D2, CSU-GE: B4, IGETC 2A

M/S/U to approve MODIFICATIONS to MATH 121 (J. Lanning, M. Robles)
M/S/C to maintain PREREQUISITE for MATH 121 (E. Maki, M. Lynch) (1 abstention)
M/S/U to approve HYBRID modality for MATH 121 (M. Lynch, J. Lanning) (1 abstention)
M/S/C to maintain placement of MATH 121 on MJC-GE, CSU-GE, and IGETC (P. Upton, M. Robles) (1 abstention)
M/S/C to EXPEDITE IMPLEMENTATION of MATH 121 (M. Lynch, J. Lanning) (1 abstention)

NR 200 Soils 4 299
Effective: Summer 2010
Modify: Course goal, learning goals, typical assignments, methods of instruction, methods of assessment
Enrollment Restrictions: None
Distance Education Status: Not approved for Distance Education
Materials Fee Status: None
Articulation Status: Transfers to CSU and UC
General Education Status: Approved for MJC-GE: A, CSU-GE: B1/B3, IGETC: 5A

M/S/U to approve MODIFICATIONS to NR 200 (J. Lanning, M. Robles)
M/S/C to maintain placement of NR 200 on MJC-GE, CSU-GE, and IGETC (P. Upton, M. Robles) (1 abstention)
V. PROGRAMS

Hearing no objections, the committee was notified of the impact of course changes on the following programs. *(Minor revisions were noted on the instructional language used on the documents. J. Beebe will need to provide revisions to L. Senechal for 2010-2011 catalog production)*

Certificate of Achievement Auto Body Collision Repair 24 309
AA Degree Auto Body Collision Repair 24 310
AS Degree Auto Body Collision Repair 31 311

Apprenticeship Program 313

M/S/U (J. Lanning, M. Robles) to approve the creation of an APPRENTICESHIP PROGRAM for the occupational areas of:
- Electrical Maintenance (DOT Code: 829.261-018)
- Instrument Technician (DOT Code: 003.261-010)
- Machinist (DOT Code: 600.281-022)
- Maintenance Mechanic (DOT Code: 638.281.014)
- Packaging Technician (DOT Code: 638.281-01X)

VI. UNFINISHED BUSINESS

Informational Items

1. Title 5 Compliance Progress K. Walters Dunlap / B. Adams
   No report

2. CurricUNET Trainings B. Adams
   a. Training scheduled
      March 12, 2009 FH 154 3:00 – 4:30
      March 26, 2009 FH 154 3:00 – 4:30

3. End of year review session B. Adams
   a. April 14
   b. Pizza and soda provided

VII. NEW BUSINESS

Action Items

1. Enforcement of Requisites S. Agostini / L. Senechal
   S. Agostini reminded the committee that, per Title 5, MJC is required to enforce all approved prerequisites at the time of registration. Datatel can be used to accomplish that. MJC is currently enforcing core communication and computation courses for the most part because, until recently, Datatel did not have enough information on equivalencies with other institutions with which to enforce them correctly. This is no longer an issue.

   L. Senechal will begin writing syntax for prerequisites and corequisites in April which will, in effect, impact registration for summer and fall. S. Agostini reported that divisions will need to be prepared for prerequisite challenges during registration periods. Challenge committees may consist of 2 members, and will need to respond to all challenge
requests within two weeks.

L. Senechal reported that faculty need to be aware that there are also “implied” prerequisites and corequisites – not indicated on the course outline- that may be realized after enforcement takes place, for example, higher level courses that demonstrate competence, e.g., While ENGL 49 shows (C) READ 40, READ 82 also demonstrates competence for ENGL 49. These relationships, while not detailed on the course outline prerequisite, are often implied and necessary and will need to be mapped out, and updated in the curriculum if necessary. S. Agostini reminded the committee that we may only enforce pre and co-requisites that are approved by the curriculum committee.

2. CurricUNET Approval Process  
   B. Adams

   This item was not discussed due to adjournment.

Informational Items

1. Title V and Catalog Rights  
   S. Agostini / B. Adams

   This item was not discussed due to adjournment.

VIII. TASK FORCES

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

   No report

2. CurricUNET Implementation Task Force Update  
   B. Sanders / B. Adams

   Outline Tool

IX. PUBLIC COMMENT

G. Boodrookas was invited by M. Adams to report on the American Recovery and Reinvestment Act (ARRA), and how MJC might be poised to respond if monies are delivered to Stanislaus county. As a proactive measure, (GROUP) has prepared an “MJC Response List” which includes funding requests from various college divisions. It was clarified that MJC’s chances of direct funding were zero percent, while chances of indirect funding were greater.

MATH 47  
Skills for Success in Elementary Algebra  
Effective: Summer 2009 [EXPEDITED] 
REACTIVATE from 10/2008 INACTIVATION (M. Adams) 
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 [EXPEDITED] 
REACTIVATE from 10/2008 INACTIVATION (M. Adams) 
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.

Meeting adjourned at 4:59 PM.
ANTHR 160 - Families in Southeast Asian Cultures

Action Type: Course Inactivation

Effective:

Primary Author: Debi Bolter

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: F
Open Entry/Open Exit: No  Work Experience: Not Defined

Instructor Load

<table>
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<th>Type of Hours</th>
<th>Number of Hours</th>
<th>Faculty Load</th>
<th>Override Load</th>
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<td>Lecture</td>
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<td>Lab</td>
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Material Fees

<table>
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<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. DIVISION: Business, Behavioral & Social Sciences

PREFIX/NO.: ANTHR 160  COURSE TITLE: Families in Southeast Asian Cultures

II. ALSO OFFERED AS:

Div: Family & Consumer Sc  Prefix/No.: FAMLF 160  Title: Families in Southeast Asian Culture

III. COURSE INFORMATION:

No. Weeks: 8  TOP: 2202  State Class: F  Method of Instruction: 10

Units: 1  SAM: C  Wk/Ex:  

Tot % Load: .056  CAN: 

Offered Only: Spring  Summer  Fall  Eve  Not offered every semester: 

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

Prerequisite (P)  Corequisite: (C)  Recommended for success (R) 

(VI. FIELD TRIPS REQUIRED?  Yes  No  X  Maybe

VII. GRADING:  A-F Only  CR/NC Only  CR/NC Option  X  Non-Grades

VIII. REPEAT PROCEDURES:  Credit: No  X  Yes  Maximum Completions:  Maximum Units: *

Non-Credit: No  X  Yes  Maximum Completions: 

IX. EXPLAIN FEE REQUIRED:
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

1. Explain the cross-cultural perspective and apply it to selected situations in everyday life. *
2. Describe aspects of South East Asian traditional and contemporary family structures and child-rearing practices. *
3. Describe Laos, Vietnam and Cambodia as distinct, dynamic and unique culture areas and their impact on contemporary Southeast Asian populations in the United States.*
4. Describe why the South East Asians left their country and why large Southeast Asian populations settled in California.*
5. Summarize aspects of secondary migrations of Southeast Asians in the United States. *
6. Identify common cultural universals between South East Asian and American cultures. *
7. Apply the cross-cultural perspective to selected cross-cultural situations in everyday life involving South East Asian peoples. *
8. Discuss the changing Southeast Asian influences in the United States: demographics, education, political power, and cultural impact. *
9. Evaluate preconceived stereotypes about the South East Asian peoples. *
10. Analyze Southeast Asian cultures through personal contact. *

XII. CONTENT

A. The cross-cultural perspective: culture, ethnocentrism, cultural relativism, cultural universals, and origin of cultural values. *

B. Brief historical and geographical overview of Laos, Cambodia and Vietnam. *

C. Aspects of traditional rural and urban life in Southeast Asia. *
   1. Cyclical nature.
   2. Extended family.
   3. Power structure within the family.
   4. Decision-making roles within the family.
   5. Marriage practices.
   6. Overview of agricultural practices.
   7. Internal social control versus external social control.
   8. Rural versus urban life ways.
   9. Religion
      a. Buddhism
      b. Animism
ANTHR 160 Families in Southeast Asian Cultures

10. Folk medicine.
11. Food preferences.
12. Education.

D. Differences between a refugee and an immigrant. *

E. Life in the refugee camps *
   1. Escape
   2. Family separation
   3. Death and illness
   4. Loss of home, status and livelihood

F. Southeast Asian acculturation in the United States since 1975 *
   1. Effect on elderly and their traditional roles.
   2. Effect on children and the power structure within the family.
   3. Effect on sex roles.
   4. Language barriers, employment barriers, cultural barriers.
   5. Changes in demographics of the South East Asian population
   7. Cross-cultural interactions. *

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Lectures focusing on the cultures of Southeast Asia
   2. Assigned readings, class discussion, written assignments.
   3. Videos, films, and slides.
   4. Group Discussion

B. Methods used in achieving learner independence and critical thinking:
   1. Written analysis of assigned readings.
   2. Small group discussions.
   3. Term paper

XIV. TEXTBOOKS (Typical)

Syllabus and handouts prepared by instructor
XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Written assignments
B. Objective and/or essay exams
C. Attendance and class participation
Proposal Impact

ANTHR 160 Families in Southeast Asian Cultures
**Course Inactivation**
Debi Bolter

Courses

Cross Listed Courses

Programs
Modesto Junior College
ANTHR 161 Course Data Summary Report

ANTHR 161 - Families in Latin American Cultures
Action Type: Course Inactivation
Effective:
Primary Author: Debi Bolter
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: F
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. DIVISION: Business, Behavioral & Social Sciences
   DIV./DEPT. NO: 31/1000
   PREFIX/NO.: ANTHR 161 Course Title: Families in Latin American Cultures
   Formerly listed as:                            Date Changed: ____________________________
   Hours/Week: Lecture: 2 Lab: ______ Other: ______ If catalog is to read lecture/lab check here [ ]
   % Load: .056 % Load: ______ % Load: ______
   Other (explain):

II. ALSO OFFERED AS:
   Div: Family & Consumer Sc Prefix/No.: FAMLF 161 Title: Families in Latin American Cultures
   Div: __________________ Prefix/No.: __________________ Title: __________________

III. COURSE INFORMATION:
   No. Weeks: 8 TOP: 2202 State Class: F Method of Instruction: 10
   Units: 1 SAM: C Wk/Ex: ______ In-Service: ______
   Tot % Load: .056 CAN: ______ Apprentice: ______
   Offered Only: Spring [ ] Summer [ ] Fall [ ] Eve [ ] Not offered every semester: [ ]

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
   Prerequisite (P) [ ] Corequisite: (C) [ ] Recommended for success (R) [ ]
   (Please check all that apply and list below. Also attach appropriate documentation forms)

V. CATALOG DESCRIPTION:
   A survey of basic value concepts of Latin American cultures; their origin, and resulting impact on family structure, child rearing, marriage practices, religion, folk medicine, and education. Overview of the interplay between Latin American social and cultural values and their counterparts in American society. Continuity and change in the Latin American family.

VI. FIELD TRIPS REQUIRED? Yes [ ] No [x] Maybe [ ]

VII. GRADING: A-F Only [ ] CR/NC Only [ ] CR/NC Option [x] Non-Grades [ ]

VIII. REPEAT PROCEDURES: Credit: No [x] Yes [ ] Maximum Completions: _____ Maximum Units: _____ *
     Non-Credit: No [ ] Yes [ ] Maximum Completions: _____
     *

IX. EXPLAIN FEE REQUIRED: ____________________________
ANTHR 161  Families in Latin American Cultures

X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

1. Explain the cross-cultural perspective and apply it to selected situations in everyday life. *
2. Describe aspects of various Latin American family structures and child-rearing practices including permanent and migrant populations.
3. Identify the distinct and unique culture areas of Latin America. *
4. Identify reasons why the peoples of various Latin American countries leave their native cultures and why they migrate/immigrant to California and other states in the United States. *
5. Summarize the adaptation patterns of Latin Americans in California and other states in the United States.
6. Identify common cultural universals between American and Latin American cultures. *
7. Evaluate preconceived stereotypes about the Latin-American peoples. *
8. Analyze Latin American cultures through readings, videos, slides, and personal contact. *
9. Discuss the changing Latin American influences in the United States: demographics, education, political power, and cultural impact.

XII. CONTENT

A. The cross-cultural perspective: culture, ethnocentrism, cultural relativism, cultural universals, origin of cultural values *
B. Brief historical and geographical overview of Latin America *
C. Demographics, ethnic composition, language, and socioeconomic groups of Latin America *
D. Rural versus urban life ways in Latin America *
   1. Selected topics will be chosen from the following:
      a. agricultural practices*
      b. languages*
      c. marriage customs *
      d. family structure/child-rearing practices*
      e. informal/formal education *
      f. religious organization *
      g. fiesta system *
      h. internal social, political, economic control *

E. Difference between a refugee/immigrant/alien *
F. Adjusting to dynamics of a changing federal, state, and local political climate *
ANTHR 161 Families in Latin American Cultures

G. Overview of demographics of contemporary Latin American populations in the United States including permanent and migrant populations *

H. Aspects of language, employment, and cultural opportunities and barriers within permanent and migrant populations*

I. Latin American students in American schools *

J. Various contemporary Latin American families in the United States *
   1. stereotypes and myths *
   2. marriage practices *
   3. child-rearing practices *
   4. socioeconomic status *
   5. decision-making roles within the family *
   6. community/social networks *
   7. religion *

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Lectures
   2. Assigned readings from syllabus
   3. Class discussion
   4. Films, videos, slides, guest speakers
   5. Group discussion

B. Methods used in achieving learner independence and critical thinking:
   1. Written analysis of assigned readings
   2. Small group discussions
   3. Term paper

XIV. TEXTBOOKS (Typical)

Syllabus and handouts prepared by instructor

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Written assignments
B. Objective and/or essay exams
C. Attendance and class participation
Proposal Impact

ANTHR 161 Families in Latin American Cultures
**Course Inactivation**
Debi Bolter

Courses

Cross Listed Courses

Programs

1. Spanish A.A. Degree Major *New Program*
Modesto Junior College
BUSAD 247 Course Data Summary Report

BUSAD 247 - Web Marketing
Action Type: Course Inactivation
Effective:
Primary Author: Linda Kropp
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?)

Enrollment Restrictions & Advisories

Recommended for success:
COURSE OUTLINE

I. DIVISION: Business, Behavioral & Social Sciences
DIV./DEPT. NO: 41/1500
PREFIX/NO.: BUSAD 247 COURSE TITLE: Web Marketing

Formerly listed as: ____________________________ Date Changed: _______________

II. ALSO OFFERED AS:
Div: _____ Prefix/No.: _____ Title: _____________
Div: _____ Prefix/No.: _____ Title: _____________

III. COURSE INFORMATION:
Units: 3 or Variable Units: X=1/2 unit A=1 unit B=2 units C=3 units D=4 units
Total Hours: Lecture: ___ Lab: ___ Other: ___
Explain Other hours: ___________________________
Transfer Credit: CSU – □ UC – □ CAN – □
General Ed: _____ AA/AS Area: ___ CSU GE Area: ___ IGETC Area: ___
Offered Only: Fall – □ Spring – □ Summer – □ Eve – □ Not offered every semester – □

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
(Please check all that apply and list below. Also attach appropriate documentation forms)
Prerequisite (P) – □ Corequisite (C) – □ Recommended for Success (R) – □ Limitation on Enrollment (L) – □
Basic computer skills.

V. CATALOG DESCRIPTION:
Designed to provide an understanding of the World Wide Web and its potential as a marketing tool. Includes application basics, design, and utilization in primary or supportive e-commerce roles.

VI. FIELD TRIPS REQUIRED? Yes □ No □ Maybe □

VII. GRADING: A-F Only □ CR/NC Only □ CR/NC Option □ Non-Graded □

VIII. REPEAT PROCEDURES: Credit: No □ *Yes □ Maximum Completions: 1 Maximum Units: 3
Non-Credit: No □ Yes □ Maximum Completions: ________
*(If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED: ____________________________

Curriculum Committee Agenda 19 March 31, 2009
X. **PREREQUISITE SKILLS**  
Before entering the course, the student will be able to:

XI. **OBJECTIVES** (Expected outcomes for students)  
Upon successful completion of the course, the student will be able to:

A. Define and relate marketing concepts to e-commerce.  
B. Implement Web based marketing research.  
C. Identify and Define Target Markets.  
D. Plan an Internet Marketing Strategy.  
E. Prepare a WEB Promotion Mix.  
F. Calculate Pricing Fundamentals  
G. Evaluate the WEB and its impact on marketing.  
H. Plan and Organize and Build a Student Site.  
I. Formulate Site Design.  
J. Submit An Operational Site Plan.  
K. Appraise Site Utilization and Appeal.  
L. Examine Internal Marketing Applications.

XII. **CONTENT**

A. Web marketing applied to:  
   3. Research.  
   5. Promotion/Advertising.  
   9. Internal Marketing.
XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Classroom lecture and discussion will focus on text questions and examples. Pertinent topical material will be integrated into discussion.
   2. Computerized and noncomputerized problems and simulations will be employed and students will be required to integrate various components into operational marketing programs.
   3. Films, audio, videocassette presentations, guest speakers, and dramatizations will be utilized to add realism to material.
   4. Real-world individual and class projects.

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Students will be required to relate text material to contemporary practical examples acquired by them.
   2. Case study analysis and presentation will be utilized to develop skills in application and decision-making.
   3. Students are required to research and develop a web site for a specified product or service. Students will analyze marketing situations containing diverse elements and to develop solutions to multi-level problems.
   4. Students are required to take all quizzes and examinations. Questions require synthesis of material and exercise of judgment concerning completing solutions.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)


XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Each student is given course grades based on the following:
   1. Examination, objective, essay, critical analysis.
   2. Final examination, including both objective and essay questions.
   3. Completion of term papers, course projects, library research.
   4. Teacher evaluation, based on attitude, attendance, class participation, assignment preparation, etc.
Proposal Impact

BUSAD 247 Web Marketing
**Course Inactivation**
Linda Kropp

Courses

Cross Listed Courses

Programs
BUSAD 303 - Introduction to the California Gaming Industry

Action Type: Course Inactivation
Effective:
Primary Author: Linda Kropp
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: 0501.00  SAM Code:  State Classification: I
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:

Curriculum Committee Agenda 25 March 31, 2009
I. DIVISION: Business, Behavioral & Social Sciences
   DIV./DEPT. NO: 41/1500

PREFIX/NO.: BUSAD 303 COURSE TITLE: Introduction to the California Gaming Industry

Formerly listed as: Date Changed:

Hours/Week: Lecture: 2 Lab: 3 Other:  
% Load: 1.167 % Load: 1.15 % Load:  
If catalog is to read lecture/lab check here

Other (explain):

II. ALSO OFFERED AS:

Div: Prefix/No.: Title:
Div: Prefix/No.: Title:

III. COURSE INFORMATION:

No. Weeks: 18 TOP: 0501 State Class: I Method of Instruction: 30
Units: 3 SAM: B Wk/Ex: In-Service: 
Tot % Load: .317 CAN: Apprentice:

Offered Only: Spring Summer Fall Eve Not offered every semester:

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

Prerequisite (P) Corequisite: (C)  Recommended for success (R)  
(Please check all that apply and list below. Also attach appropriate documentation forms)

(R) Basic English, Basic arithmetic skills

V. CATALOG DESCRIPTION:

Introduction to the history, current issues, laws, regulations, and career opportunities in the California Gaming Industry. Discusses the roles and responsibilities of gaming industry employees and provides hands-on training experiences in the terminology, skills and operations of legal games available throughout California. Students successfully completing this course will be prepared to seek employment within the gaming industry.

VI. FIELD TRIPS REQUIRED? Yes  No  Maybe

VII. GRADING: A-F Only  CR/NC Only  CR/NC Option  Non-Grades

VIII. REPEAT PROCEDURES: Credit: No  Yes Maximum Completions:  Maximum Units: 

Non-Credit: No  Yes Maximum Completions: 

*If course is repeatable, justify.

IX. EXPLAIN FEE REQUIRED: Students are required to replace lost or damaged course materials
BUSAD 303 - Introduction to the California Gaming Industry

X. PREREQUISITE SKILLS
Before entering the course, the student must be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, students will be able to:

* = multicultural

* A. Discuss the California gaming industry past and present.
* B. Analyze statistical realities of various games.
* C. Describe the types of gaming legal in California.
D. Explain the laws and regulations of the gaming industry in California.
E. Discuss the roles and responsibilities of gaming employees.
F. Perform all of the general tasks required for gaming employment.
* G. Demonstrate adequate job skills for employment in the industry.
* H. Display the ability to work in a diverse environment.

XII. CONTENT

A. Introduction to the gaming industry in California.
* B. History of the California gaming industry.
* C. Current issues in the California gaming industry.
D. The California gaming industry, laws and regulations.
* E. Types of casinos and card rooms.
* F. Ethics and the California gaming industry.
* G. Diversity in the gaming population.
H. Statistical evaluation of games.
* I. Extent of the gaming industry in California.
J. Career opportunities in the California gaming industry.
K. Roles and responsibilities of gaming employees.
L. Gaming equipment and terminology.
M. Legal games within the California gaming industry.
N. Skill and training required for employment.
* O. Community and customer relations.
P. Practical skill development and job role assumption techniques.
XIII. **TEACHING METHODS**

A. Methods to achieve course objectives:
   1. Traditional lecture.
   2. Videos illustrating skills and techniques.
   3. Guest lecturers from the industry.
   4. Instructor demonstration and student supervision.
   5. Participation in solo and group gaming practices.
   6. Homework assignments for developing job and people skills.

B. Methods used in achieving learner independence and critical thinking:
   1. Students are required to research industry practices.
   2. Students will evaluate the impact of gaming on the surrounding community.
   3. Students will research local and state laws and regulations pertaining to the gaming industry.
   4. Students will evaluate industry work requirements.

XIV. **TEXTBOOKS (Typical)**

Instructor handouts will be distributed at the beginning of each class session.

XV. **SPECIAL STUDENT MATERIALS** (i.e., protective eyewear, aprons, etc.)

Students will be required to wear black/dark pants or skirt and a white long-sleeved shirt or blouse.

XVI. **METHODS OF EVALUATING STUDENT PROGRESS**

A. Two major examinations.
B. Class participation. More than three classes missed will result in an ‘F’ or ‘NC’ grade.
C. Regular remediation assignments.
D. Job audition performance (simulated or actual).
Proposal Impact

BUSAD 303 Introduction to the California Gaming Industry
**Course Inactivation**
Linda Kropp

Courses

Cross Listed Courses

Programs
BUSAD 391 - Logistics Management

Action Type: Course Inactivation

Effective:

Primary Author: Linda Kropp

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
COURSE OUTLINE

DIVISION: Business, Behavioral & Social Sciences
PREFIX/NO.: BUSAD 391 COURSE TITLE: Logistics Management

Formerly listed as: ____________________________ Date Changed: ________

II. ALSO OFFERED AS:
Div: ________________ Prefix/No.: ________________ Title: ________________
Div: ________________ Prefix/No.: ________________ Title: ________________

III. COURSE INFORMATION:
Units: ___________ Variable Units: ______ X=1/2 unit ______ A=1 unit ______ B=2 units ______ C=3 units ______ D=4 units
Total Hours: ______ Lecture: ______ Lab: ______ Other: ______
Explain Other hours: ____________________________
Transfer Credit: CSU — ______ UC — ______ CAN — ______
General Ed: ______ AA/AS Area: ______ CSU GE Area: ______ IGETC Area: ______
Offered Only: Fall — ______ Spring — ______ Summer — ______ Eve — ______ Not offered every semester — ______

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
(Please check all that apply and list below. Also attach appropriate documentation forms)
Prerequisite (P) — ______ Corequisite (C) — ______ Recommended for Success (R) — ______ Limitation on Enrollment (L) — ______

V. CATALOG DESCRIPTION:
Basic aspects of Logistics Management: to include customer service, transportation, distribution, warehousing, inventory, procurement and materials handling management.

VI. FIELD TRIPS REQUIRED? Yes □ No □ Maybe □

VII. GRADING: A-F Only □ CR/NC Only □ CR/NC Option □ Non-Graded □

VIII. REPEAT PROCEDURES: Credit: No □ *Yes □ Maximum Completions: ______ Maximum Units: ______
Non-Credit: No □ Yes □ Maximum Completions: ______

*(If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED: ____________________________

Date Originally Submitted: 1/7/2003 Date Updated: ____________________________

rev: 5/2002
Curriculum Committee Agenda
March 31, 2009
X. **PREREQUISITE SKILLS**
Before entering the course, the student will be able to:

XI. **OBJECTIVES** (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. Identify the role of logistics in the economy and the business organization.
B. Describe key logistics activities like transportation, warehousing, inventory, etc.
C. Understand supply chain structure and management.
D. Discuss the important role of customer service, service strategies, information flow, and order processing.
E. Examine the financial impact of inventory and inventory management.
F. Describe the different modes of transportation, transportation regulation and transportation decision strategies.
G. Understand the role of warehousing and materials handling and warehousing systems.
H. Discuss the strategic role of purchasing and procurement.
I. Analyze and discuss differences between global logistics and domestic logistics.
J. Understand the concepts of financial logistics performance.
K. Discuss the value of logistics to a corporate organization.
L. Develop a strategic logistics plan for a given organization or industry.
M. Analyze a business case logistics problem and provide solutions.
N. Make a presentation for a logistics or distribution solution of a case problem.

XII. **CONTENT**

A. Logistic Roles
   1. Getting goods to the consumer on time.
   2. Efficient movement to the customer.
   3. Competitive advantages.
   4. Integration of systems.

B. Key logistics activities
   1. Customer services
   2. Inventory management
   3. Materials management
   4. Order processing
   5. Procurement
   6. Transportation
   7. Warehousing
C. Supply chain management
   1. Outsourcing
   2. Time to market pressures
   3. Channel structure
   4. Chain members and business links.

D. Global Logistics
   1. Exporting and importing
   2. Licensing and regulation
   3. The global marketplace
   4. Using Brokers and forwarders
   5. Terms of trade and documentation

E. The presentation
   1. Understanding the logistics issues
   2. Analyzing the problem
   3. Develop and present the solution
   4. Benefits of the solution

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Material is presented through class lecture, including illustrations and specific examples.
   2. Completion of test exercises, problems, and specified projects is required.
   3. Guest speakers, videocassette presentations, and field trips will add to the realism of the material.
   4. A final exam and final oral presentation using text, library or internet information will enhance completion of the course.

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Students will be required to relate text material to contemporary practical examples.
   2. Case study analysis and presentation will be utilized to develop skills in application and decision-making.
   3. Students are required to take all quizzes and examination. Questions both objective and essay require students to synthesize facts and differentiate between competing choices and discuss and organize thoughts.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)


B. Other readings:
XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Sections exams with both objective and essay questions.
B. Completion of homework assignments, attitude, class participation.
C. Completion of Logistics class presentation, and other class project.
D. Final exam with both objective and essay questions.
Proposal Impact

BUSAD 391 Logistics Management
**Course Inactivation**
Linda Kropp

Courses

Cross Listed Courses

Programs
ENGL 25 - Computer-Assisted Esl Writer's Workshop  
1 Unit

Action Type: Course Inactivation
Effective:
Primary Author: Deborah Gilbert
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:  
State Classification: B  
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: ESL 45 and/or
I. DIVISION: Literature and Language Arts  
PREFIX/NO.: ENGL 25  COURSE TITLE: Computer-Assisted ESL Writer's Workshop  
Formerly listed as: ENGL 25A  Date Changed: 08/31/2001  
Hours/Week: Lecture: ____  Lab: 3  Other: ____  If catalog is to read lecture/lab check here ___  
% Load: ____  % Load: .10  % Load: ____  
Other (explain):  

II. ALSO OFFERED AS:  
Div: ___  Prefix/No.: ___  Title: ___  
Div: ___  Prefix/No.: ___  Title: ___  

III. COURSE INFORMATION:  
No. Weeks: 18  TOP: 1501.00  State Class: B  Method of Instruction: 20  
Units: 1  SAM: ___  Wk/Ex: ___  In-Service: ___  
Tot % Load: .10  CAN: ___  Apprentice: ___  
Offered Only: Spring ___  Summer ___  Fall ___  Eve ___  Not offered every semester: ___  

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:  
Prerequisite (P) ___  Corequisite: (C) ___  Recommended for success (R) X  
(Please check all that apply and list below. Also attach appropriate documentation forms)  
Recommended for Success: Completion of ESL 45 and/or enrollment in ESL 46, 47, 48, 70.  

V. CATALOG DESCRIPTION:  
Independent study for any upper level ESL student who needs supplemental instruction in vocabulary, grammar, writing techniques, and proofreading. Students may enroll any time during the semester.  

VI. FIELD TRIPS REQUIRED?  
Yes ___  No X  Maybe ___  

VII. GRADING:  
A-F Only ___  CR/NC Only X  CR/NC Option ___  Non-Grades ___  

VIII. REPEAT PROCEDURES:  
Credit: No X*Yes  Maximum Completions: 2  Maximum Units: 2  
Non-Credit: No ___  Yes ___  Maximum Completions:  
*(If course is repeatable, justify.) Repeating this course can benefit in acquiring adequate skills needed for the writing process.  

IX. EXPLAIN FEE REQUIRED:  

Curriculum Committee Agenda  
March 31, 2009
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. Employ a variety of the following prewriting skills
   1. identify steps in the writing process
   2. identify parts of an essay
   3. brainstorm ideas through clustering, freewriting, and listing
   4. choose an appropriate essay topic
B. Organize and outline an essay based on a clearly stated thesis
C. Develop and draft an essay
   1. write an introductory paragraph
   2. develop paragraph structure and topic sentences
   3. write a clear and appropriate conclusion
D. Revise an essay
   1. focus on coherence, clarity, and word usage employing transitional expressions and sentence combining when needed
   2. check for the following grammatical errors:
      a. verb tense shifts
      b. mass/count nouns
E. Complete an edited essay

XII. CONTENT
A. Introduction to course and pre-test timed essay
B. Pre-writing
   1. identifying steps in the writing process
   2. identifying parts of an essay
   3. brainstorming ideas
      a. listing
      b. freewriting
      c. clustering
ENGL 25 – Computer-Assisted ESL Writer's Workshop

C. Outlining and essay organization
   1. writing a clear thesis statement
   2. creating an outline

D. Drafting
   1. introductory paragraph and thesis statement
   2. paragraph structure and topic sentences
   3. conclusion

E. Revising (student chooses three modules)
   1. coherence
   2. transitions
   3. verb tenses overview
   4. count/non-count nouns

F. Final draft and post-test timed essay exam

XIII. TEACHING METHODS

A. Methods to achieve course objectives:

   This is a self-paced, computer-based, open-entry/open-exit course. Students will be completing software based
   computer modules in any of the Literature and Language Arts computer labs. Each module will be followed by a
   specific homework assignment which will be checked during a one-on-one tutoring session in the Writing Center.

B. Methods used in achieving learner independence and critical thinking:

   Students complete modules independently.

XIV. TEXTBOOKS (Typical)

   Software:
   ENGL 25 – Computer-Assisted Writer’s Workshop for ESL Students

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Pre and post timed essays
B. Evaluation of final draft and each modular assignment
C. Completion of twenty-seven hours of work
D. Completion of a minimum of four consultations in the Writing Center
Proposal Impact

ENGL 25 Computer-Assisted Esl Writer's Workshop
**Course Inactivation**
Deborah Gilbert

Courses

Cross Listed Courses

Programs
Modesto Junior College  
ENGL 26 Course Data Summary Report

ENGL 26 - Computer-Assisted Writer's Workshop  
1 Unit

Action Type: Course Inactivation  
Effective: 
Primary Author: Deborah Gilbert  
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:  
State Classification: B  
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: ENGL 49 and/or ENGL 50 ENGL 101 or

Curriculum Committee Agenda  
March 31, 2009
I. DIVISION: Literature and Language Arts

PREFIX/NO.: ENGL 26  COURSE TITLE: Computer-Assisted Writer's Workshop

Formerly listed as: ENGL 25B

II. ALSO OFFERED AS:

Div: Prefix/No.: Title:

Div: Prefix/No.: Title:

III. COURSE INFORMATION:

No. Weeks: 18  TOP: 1501.00  State Class: B  Method of Instruction: 20

Units: 1  SAM: Wk/Ex: In-Service:

Tot % Load: .10  CAN: Apprentice:

Offered Only: Spring  Summer  Fall  Eve  Not offered every semester:

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

Prerequisite (P)  Corequisite: (C)  Recommended for success (R) X

Recommended for Success: Completion of ESL courses and/or enrollment in ENGL 49, ENGL 50 or ENGL 101.

V. CATALOG DESCRIPTION:

Independent study for any student who needs supplemental instruction in focus, organization, development, voice, audience, and MLA convention, from sentence level to essay length prose. Student may enroll any time during the semester.

VI. FIELD TRIPS REQUIRED?  Yes  No  X  Maybe

VII. GRADING:  A-F Only  CR/NC Only  X  CR/NC Option  Non-Grades

VIII. REPEAT PROCEDURES:  Credit: No *Yes  Maximum Completions: 2  Maximum Units: 2

Non-Credit: No  Yes  Maximum Completions: 

*(If course is repeatable, justify. ) Repeating this course can benefit in acquiring adequate skills needed for the writing process.

IX. EXPLAIN FEE REQUIRED:  

Curriculum Committee Agenda  51  March 31, 2009
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. Employ a variety of the following prewriting skills
   1. analyze essay prompts
   2. brainstorm ideas through clustering, freewriting, and listing
   3. group thoughts together and focus on central ideas
B. Organize and outline an essay
   1. identify and use a variety of rhetorical modes including personal narrative, compare-contrast, process analysis, argumentation, textual analysis
C. Develop and draft an essay
   1. write a clearly stated thesis within an introductory paragraph
   2. logically arrange an essay according to a specific pattern of organization or rhetorical mode
   3. develop paragraph structure and topic sentences
   4. use effective support, analysis, and evidence to develop a thesis
   5. write a clear and appropriate conclusion
D. Revise an essay
   1. focus on coherence, clarity, and word usage employing transitional expressions and sentence combining when needed
   2. check for the following grammatical errors:
      a. verb tense shifts
      b. fragments and run-ons
      c. subject/verb agreement
      d. pronoun reference
      e. parallelism
   3. demonstrate proficiency in academic prose style:
      a. avoid cliché and tone shift
      b. use appropriate voice to audience and purpose
      c. format essay according to academic conventions
E. Use MLA (Modern Language Association) conventions correctly
   1. incorporate quotations into an essay
   2. paraphrase and summarize outside sources
   3. review guidelines for appropriate internet source use
   4. create a Works Cited page
ENGL 26 – Computer-Assisted Writer's Workshop

F. Complete an edited essay

XII. CONTENT

A. Introduction to course and brief overview of the writing process

B. Pre-writing
   1. identifying purpose of assignment and patterns of organization in writing and looking at essay prompts
   2. brainstorming ideas
      a. listing
      b. freewriting
      c. clustering
   3. grouping thoughts and focusing in on central ideas

C. Outlining and essay organization
   1. essay organization lesson
   2. creating an outline
   3. identifying rhetorical modes

D. Drafting
   1. introductory paragraph and thesis statement
   2. patterns of organization (student chooses to do one lesson based on essay topic)
      a. personal narrative
      b. compare/contrast
      c. process analysis
      d. persuasion/argumentation
      e. textual analysis
   3. paragraph structure and topic sentences
   4. development of thesis
      a. specific examples (narrative)
      b. source evidence
      c. internet research
   5. conclusions

E. Revising (Student chooses three modules)
   1. coherence
   2. word usage/confusing words
   3. fragments/run-ons
   4. subject-verb agreement
   5. pronoun reference/agreement problems
   6. parallelism
ENGL 26 – Computer-Assisted Writer's Workshop

F. Learning the MLA conventions
   1. incorporating quotes
   2. paraphrasing/summarizing outside sources
   3. exploring appropriateness of internet sources
   4. creating a Works Cited page

G. Final draft and post-test timed essay exam

XIII. TEACHING METHODS
   A. Methods to achieve course objectives:
      This is a self-paced, computer-based, open-entry/open-exit course. Students will be completing software based
      computer modules in any of the Literature and Language Arts computer labs. Each module will be followed by a
      specific homework assignment which will be checked during a one-on-one tutoring session in the Writing Center.

   B. Methods used in achieving learner independence and critical thinking:
      Students complete modules independently.

XIV. TEXTBOOKS (Typical)

   Software:
   English 26 – Computer-Assisted Writer’s Workshop

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS
   A. Pre and post timed essays
   B. Evaluation of final draft and each modular assignment
   C. Completion of twenty-seven hours of work
   D. Completion of a minimum of four consultations in the Writing Center
Proposal Impact

ENGL 26 Computer-Assisted Writer's Workshop
**Course Inactivation**
Deborah Gilbert

Courses

Cross Listed Courses

Programs
ENGL 44 - Fundamentals of Grammar

Action Type: Course Inactivation

Effective:

Primary Author: Deborah Gilbert

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: State Classification: B
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. Division: Literature and Language Arts

Course
Prefix, No. ENGL 44
Title: Fundamentals of Grammar

Formerly listed as: _____________________________

Date Curric. Comm.

Changed:

Hours/Week: Lecture: ___ Lab: ___ Other: 1.5
If catalog is to
% Load: ___ % Load: .1 % Load: ___ read
lecture/lab

Check here

Other (explain):
Total of 30 hours per semester. Open entry, open exit.

II. Also offered as: Division:

Course
Prefix, No._________
Title:_____________________

III. Course Information:

No. Weeks: 18 TOP: 1501.00 Study: ___ In-Service: ___
Method of
Units: 1 SAM: ___ TV: ___ Apprentice: ___
Instruction
Tot % Load: .1 CAN: ___ Wk/Ex: ___ State Class: B

Check if applicable: Offered Only: ___Spring ___Summer ___Fall ___Eve
Not offered every semester: ___

IV. Prerequisite(s)/Recommended for Success/Concurrent Enrollment:

Prerequisite(s): ________________________________________________
(Form A, B, or C must be attached)
Recommended for Success: _________________________________________
(Form A must be attached)
Concurrent Enrollment: _____________________________ ___ Req.
___ Rec.  
(Form A, B, or C must be attached)

V. Catalog Description:

VI. Field
A short course in basic English grammar. Self-paced modules on selected topics such as parts of speech, subject and verb agreement, pronoun usage, punctuation and usage.

VII. Grading:

<table>
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<th>Non-Credit procedures:</th>
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Completions:

- No Grades
- Max. Units

IX. Explain any permissible fee required:

**PLEASE REFER TO THE CURRICULUM MANUAL IF CLARIFICATION IS NEEDED FOR ANY ITEM ON THE OUTLINE**

Rev. 9/96
quotation marks, hyphen, end punctuation, etc.;
C. identify and define the different types of sentences according to function (declarative, imperative, interrogative) and type (e.g., simple, compound and complex);
D. identify and define the elements of the sentence, analyzing their form and function.

XII. CONTENT

A. Sentence parts and relationship in forming logical predication.
B. Sentence wholeness and conventions of marking sentence boundaries (avoidance of illogical run-on sentences and sentence fragments).
C. Logic and conventions of sentence punctuation.
D. Agreement of subject-verb, case and number agreement of pronouns.
E. Sequence of tense, placement of modifying structures.
F. Conventions and rules of spelling and capitalization.
G. Avoidance of frequently confused and misused words and homonyms.

XIII. TEACHING METHODS

A. Methods used in achieving course objectives:
   Instructional materials (microcomputer software and instructor syllabus) and student/instructor progress evaluations will:
   1. explain and give examples;
   2. provide exercises;
   3. illustrate common errors and provide opportunity for correction.

XIV. TEXTBOOKS (Typical)

Software -- Destinations

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)
XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Accurate completion of practice exercises.
B. Scores on quizzes and examinations.
Proposal Impact

ENGL 44 Fundamentals of Grammar
**Course Inactivation**
Deborah Gilbert

Courses

Cross Listed Courses

Programs
ENGL 46 Course Data Summary Report

ENGL 46 - Fundamentals of Writing
Action Type: Course Inactivation
Effective:
Primary Author: Deborah Gilbert
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: B
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:
AA/AS Degree  
Non-Degree  X  
Noncredit  

MODESTO JUNIOR COLLEGE  
COURSE OUTLINE  
Date Originally Submitted:  8/31/2001  
Date Updated:  

I.  DIVISION: Literature and Language Arts  
DIV./DEPT. NO:  811500  
PREFIX/NO.:  Engl 46  
COURSE TITLE: Computer-Assisted Fundamentals of Writing  
Formerly listed as:  
Date Changed:  

Hours/Week:  
Lecture:  
Lab:  
Other:  3  
If catalog is to read lecture/lab check here  
% Load:  
% Load:  
% Load:  

Other (explain): Three hours/week at the Center for Learning Assistance. Open-exit, open-entry.  

II.  ALSO OFFERED AS:  
Div:  Prefix/No.:  Title:  
Div:  Prefix/No.:  Title:  

III.  COURSE INFORMATION:  
No. Weeks:  18  
TOP:  
State Class:  B  
Method of Instruction:  20  
Units:  1  
SAM:  
Wk/Ex:  
In-Service:  
Tot % Load:  .10  
CAN:  
Apprentice:  
Offered Only:  Spring  
Summer  
Fall  
Eve  
Not offered every semester:  

IV.  PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:  
Prerequisite (P)  
Corequisite: (C)  
Recommended for success (R)  X  
Concurrent enrollment in PEAK (Pre-collegiate Education for Academic Success) English 48 Course Cluster and/or concurrent enrollment in English 44 and Reading 45.  

V.  CATALOG DESCRIPTION:  
A computer-based course in the fundamentals of writing, focusing on basic written expression. Students must complete self-paced modules on selected topics. Students must log-in for a minimum of three hours each week at the Center for Learning Assistance, complete the required writing exercises and computer-based modules, and meet with the Center for Learning Assistance instructor and tutors at specified times to receive credit for the course. Recommended for students whose English placement scores fall below entrance into English 50.  

VI.  FIELD TRIPS REQUIRED?  
Yes  
No  X  
Maybe  

VII.  GRADING:  
A-F Only  
CR/NC Only  X  
CR/NC Option  
Non-Grades  

VIII.  REPEAT PROCEDURES:  
Credit:  No  X  
Maximum Completions:  3  
Maximum Units:  3  

Non-Credit:  No  
Yes  
Maximum Completions:  

*(If course is repeatable, justify.) Repeating English 45 would offer students more opportunities to improve their basic writing skills  

IX.  EXPLAIN FEE REQUIRED:  

Curriculum Committee Agenda  
March 31, 2009
ENGL 46 – Fundamentals of Writing

X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

A. Read and write in English, demonstrating basic literacy skills.

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. write accurate simple and complex sentences;
B. identify basic paragraph structure;
C. produce simple outlines;
D. compose simple cohesive paragraphs;
E. write coherent journal entries, demonstrating increased writing fluency.

XII. CONTENT

A. Sentence parts and relationships in forming complete thoughts.
B. Sentence wholeness and conventions of marking sentence boundaries.
C. Conventions of paragraph writing, including developing topic sentences and supporting statements.

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   Instructor materials (software and instructor syllabus) and student/tutor/instructor progress evaluations will:
   1. Explain and give examples;
   2. Provide exercises;
   3. Evaluate exercises;

B. Methods used in achieving learner independence and critical thinking:
   1. Sentence writing and editing exercises
   2. Conferences with instructor and tutors;
   3. Journal writing and other writing exercises for fluency;
   4. Paragraph writing assignments

XIV. TEXTBOOKS (Typical)

1. Software
   a. Destinations
   b. Orchard’s Process Writing
   c. Orchard’s Process Writing – Responding to Readings
   d. Inspiration
   e. AllWrite
ENGL 46 – Fundamentals of Writing

2. Instructor designed, computer-based modules

XV. SPECIAL STUDENT MATERIALS

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Accurate completion of sentence writing practice exercises
B. Accurate completion of paragraph writing exercises
Proposal Impact

ENGL 46 Fundamentals of Writing
**Course Inactivation**
Deborah Gilbert

Courses

Cross Listed Courses

Programs
ENGL 90 - Writing the Research Paper

Action Type: Course Inactivation

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

<table>
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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?)
CURRICULUM COMMITTEE AGENDA

March 31, 2009

Old Outline

COURSE OUTLINE

AA/AS Degree ☒

MODESTO JUNIOR COLLEGE

Non-Degree ☐

COURSE OUTLINE

Noncredit ☐

DIVISION: Literature and Language Arts

DIV./DEPT. NO.: 811500

PREFIX/NO.: ENGL 90

COURSE TITLE: Writing the Research Paper

Formerly listed as:

Date Changed:

II. ALSO OFFERED AS:

Div: ____________ Prefix/No.: ____________ Title: ____________

Div: ____________ Prefix/No.: ____________ Title: ____________

III. COURSE INFORMATION:

Units: 1 or

Variable Units: □ X=1/2 unit □ A=1 unit □ B=2 units □ C=3 units □ D=4 units

Total Hours: Lecture: 17.5 Lab: ___ Other: ___

Explain Other hours: ___

Transfer Credit: CSU – ☐ UC – ☐ CAN – ____

General Ed: _____ AA/AS Area: Engl Comp. CSU GE Area: ___ IGETC Area: ___

Offered Only: Fall – ☐ Spring – ☐ Summer – ☐ Eve – ☐

Not offered every semester – ☐

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:

(Please check all that apply and list below. Also attach appropriate documentation forms)

Prerequisite (P) – ☒ Corequisite (C) – ☐

Recommended for Success (R) – ☐ Limitation on Enrollment (L) – ☐

Prerequisite: Eligibility for English 101 or concurrent enrollment in English 50.

V. CATALOG DESCRIPTION:

Practice in the fundamentals of research and the writing of the research paper in both MLA and APA formats.

VI. FIELD TRIPS REQUIRED? Yes ☐ No ☒ Maybe ☐

VII. GRADING: A-F Only ☒ CR/NC Only ☐ CR/NC Option ☒ Non-Graded ☐

VIII. REPEAT PROCEDURES: Credit: No ☒ *Yes ☐ Maximum Completions: _____ Maximum Units: _____

Non-Credit: No ☐ Yes ☐ Maximum Completions: _____

* (If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED:

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PREREQUISITE SKILLS
Before entering the course, the student will be able to:

A. Comment and analyze reading selections in directed class discussion;
B. Write compositions as assigned employing rhetorical and organizational skills;
C. Employ a reading competence equal to the tenth grade level or higher;
D. Practice a conceptual command of subject matter appropriate to a college level of English composition;
E. Apply ability to understand and follow complex written and oral directions.

OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. Write researched compositions as assigned employing the following skills:
   1. Rhetorical and organizational:
      a. locate information, both in electronic form and hard copy, relevant to the selected topics;
      b. develop information competency by evaluating the quality and authority of researched information;
      c. limit topic or scope of composition to what can be dealt with responsibly in a given piece of writing;
      d. establish clearly a unifying proposition or thesis;
      e. develop main points or select examples and details which are relevant to and appropriate for the established thesis of the composition;
      f. organize the main parts of the composition, choosing a sequence that contributes to clarity and helps fulfill the purpose of the writing;
   2. Writing process:
      a. write clear introductions and conclusions which contribute to the overall purpose of the composition;
      b. draw ideas from a variety of sources, choosing sources which best fulfill the purpose of the writing;
      c. present research projects in standard MLA and APA formats;
      d. adhere to conventions of correctness in standard, edited English prose (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);
   3. 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 using trite or hackneyed language;
      e. use diction appropriate to the purpose of the writing (e.g., technical or formal, as opposed to informal or slang);
4. Rewriting: (It is understood that writers seldom achieve a high level of correctness or effectiveness of expression in their first efforts and that the revision process itself is one of the most effective means of learning good writing technique. In their writing, therefore, students will employ the following rewriting skills):
   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;
   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.
5. Use typing or word processing.

XII. CONTENT

A. Writing
   1. Principles of organization;
   2. Development through example, description, and detail;
   3. Methods of library and internet research, responsible and legitimate use of sources of information and citing of references in formats preferred by the Modern Language Association (MLA) and the American Psychological Association (APA);
   4. Revision and rewriting.

XIII. TEACHING METHODS

A. Methods to achieve course objectives:

   All students will be required to participate in the following exercises:
   1. Lecture or instructor demonstration/presentation;
   2. Reading as assigned;
   3. Directed class discussion;
   4. Writing and rewriting of research exercises and research compositions;
   5. Quizzes and examinations;
   6. Writing and revision using word processing or other computerized writing tools.

   In addition, students may be required to participate in activities such as the following:
   1. Prewriting activities, group and individual;
   2. Individual conferences with the instructor;
   3. Conference with tutors in the Writing Center.

B. Typical assignments used in achieving learner independence and critical thinking:

   In the course of class exercises all students are required to
   1. formulate and express judgments (stated as theses in some written assignments) based on information or ideas from readings, class discussion, or life experiences;
   2. explain and support judgments or theses with relevant information, distinguishing between fact and opinion;

* = Multi-cultural objective or content item

Curriculum Committee Agenda

March 31, 2009
ENGL 90 Writing the Research Paper

3. evaluate the soundness of judgments (their own and those of other class participants) based on the evidence presented and new information or other points of view.

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

   Evaluation of the students' achievement of the course objectives must include
   1. a research paper outline and the opening and closing sections of the outlined research paper;
   2. in-class quizzes and examinations.

   Evaluation of the students' achievement of the course objectives should be based on the
   1. clarity and effectiveness of their writing and the degree to which the writing successfully incorporates principles of
      research taught in the course;
   2. quizzes and examinations.

* = Multi-cultural objective or content item

Curriculum Committee Agenda

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Rev 5/2002
March 31, 2009
Proposal Impact

ENGL 90 Writing the Research Paper
**Course Inactivation**
Deborah Gilbert

Courses

Cross Listed Courses

Programs
METEO 151 - Introduction Meteorology Laboratory
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 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: METEO 160 Satisfactory completion of or concurrent enrollment.
I. DIVISION: Science, Mathematics, and Engineering  DIV./DEPT. NO: 51/5000
PREFIX/NO.: METEO 151  COURSE TITLE: Introduction to Meteorology Laboratory
Formerly listed as:  Date Changed: 

II. ALSO OFFERED AS:
Div: Prefix/No.: Title: 
Div: Prefix/No.: Title: 

III. COURSE INFORMATION:
Units: 1 or Variable Units: □ X=1/2 unit □ A=1 unit □ B=2 units □ C=3 units □ D=4 units
Total Hours: Lecture: _____ Lab: 52.50 Other: _____
Transfer Credit: CSU – □ UC – □ CAN – □
General Ed: Approved AA/AS Area: ______ CSU GE Area: B1 IGETC Area: 5A
Offered Only: Fall – □ Spring – □ Summer – □ Eve – □ Not offered every semester – □

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
(Please check all that apply and list below. Also attach appropriate documentation forms)
Prerequisite (P) – □ Corequisite (C) – □ Recommended for Success (R) – □ Limitation on Enrollment (L) – □
(C) Satisfactory completion of or concurrent enrollment in METEO 160

V. CATALOG DESCRIPTION:
Practical experience using meteorological charts and instruments, techniques in surface observations, weather map analysis, and weather forecasting.

VI. FIELD TRIPS REQUIRED? Yes □ No □ Maybe □

VII. GRADING: A-F Only □ CR/NC Only □ CR/NC Option □ Non-Graded □

VIII. REPEAT PROCEDURES: Credit: No □ *Yes □ Maximum Completions: _____ Maximum Units: ______
Non-Credit: No □ Yes □ Maximum Completions: ______
*(If course is repeatable, attach a memo with the appropriate justification)

IX. EXPLAIN FEE REQUIRED: 

Curriculum Committee Agenda 83 March 31, 2009
X. PREREQUISITE SKILLS
Before entering the course, the student will be able to:

XI. OBJECTIVES (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. identify and operate basic weather instruments.
B. make basic weather forecasts synthesizing information from surface and upper air charts.
C. use adiabatic charts to compute relative humidity, cloud levels, stability indices, and other meteorological parameters.
D. determine convective cloud bases using numerical methods.
E. plot weather data on a surface weather map.
F. analyze weather information, drawing isobars, isotherms, and fronts.
G. determine cloud types from visible, infrared, and computer enhanced satellite pictures.
H. apply several problem-solving techniques to arrive at appropriate answers from given information.

XII. CONTENT
A. Weather instruments
   1. Barometer
   2. Psychrometer
   3. Thermometers
   4. Aerovane
   5. Aneometer
B. Adiabatic charts
   1. Isobars
   2. Meteogram
C. Plotting weather data on maps
   1. Isobars
   2. Fronts
   3. Meteograms
D. Gathering weather information
   1. Online
   2. Instruments
   3. Satellite photography
E. Analyzing weather data
   1. Surface plots
   2. Meteograms
   3. Upper-air map
F. Forecasting the weather
   1. Maps
   2. Charts
   3. Numerical methods
G. Wind chill and sensible temperature
   1. Anemometer
   2. Psychrometer
   3. Thermometer

H. Humidity and condensation forms
   1. Cloud observation
   2. Dew point

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Demonstrations, laboratory work, discussions, and field trips
   2. Demonstrations of meteorological problem-solving techniques by both instructor and students
   3. Developing problem-solving strategies from laboratory assignments

B. Typical assignments used in achieving learner independence and critical thinking:
   Laboratory exercises and field work require students to:
   1. analyze problems
   2. synthesize material
   3. develop an appropriate strategy for solving a problem
   4. evaluate the strategy to see if proper results were obtained

XIV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

B. Other readings:
   American Meteorological Society, (2004), *Online weather studies*, National Science Foundation

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Laboratory assignments and quizzes
B. Field work
C. Final examination

Note: All quizzes, laboratory assignments, examinations, and field work require students to solve problems by identifying and applying the appropriate principles of meteorology to the given problems.
Proposal Impact

METEO 151 Introduction Meterology Laboratory
**Course Inactivation**
Noah Hughes

Courses

Cross Listed Courses

Programs
METEO 160 - Introduction to Weather and Climate

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

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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. DIVISION: Science, Mathematics, and Engineering
   PREFIX/NO.: METEO 160 COURSE TITLE: Introduction to Weather and Climate
   Formerly listed as: ___________________________ Date Changed: __________

II. ALSO OFFERED AS:
   Div: _______ Prefix/No.: _______ Title: ___________________________
   Div: _______ Prefix/No.: _______ Title: ___________________________

III. COURSE INFORMATION:
   Units: _______ or _______ Variable Units: _______ X=1/2 unit _______ A=1 unit _______ B=2 units _______ C=3 units _______ D=4 units
   Total Hours: Lecture: 52.50 Lab: _______ Other: _______
   Transfer Credit: CSU – __________ UC – __________ CAN – __________
   General Ed: (Approved) AA/AS Area: Natural Sciences CSU GE Area: B1 IGETC Area: 5A
   Offered Only: Fall – _______ Spring – _______ Summer – _______ Eve – _______ Not offered every semester – _______

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
   (Please check all that apply and list below. Also attach appropriate documentation forms)
   Prerequisite (P) – _______ Corequisite (C) – _______ Recommended for Success (R) – _______ Limitation on Enrollment (L) – _______

V. CATALOG DESCRIPTION:
   Introduction to weather and climate with emphasis on topics such as air pollution, clouds, precipitation, fog, storms, weather forecasting, the greenhouse effect, ozone depletion, and global warming.

VI. FIELD TRIPS REQUIRED? Yes _______ No _______ Maybe _______

VII. GRADING: A-F Only _______ CR/NC Only _______ CR/NC Option _______ Non-Graded _______

VIII. REPEAT PROCEDURES: Credit: No _______ *Yes _______ Maximum Completions: _______ Maximum Units: _______
   Non-Credit: No _______ Yes _______ Maximum Completions: _______
   *If course is repeatable, attach a memo with the appropriate justification

IX. EXPLAIN FEE REQUIRED: ___________________________
X. **PREREQUISITE SKILLS**  
Before entering the course, the student will be able to:

XI. **OBJECTIVES** (Expected outcomes for students)  
Upon successful completion of the course, the student will be able to:

A. make basic weather forecasts based on elementary surface and upper air charts.  
B. identify twelve basic cloud forms either from slides or observations made outdoors.  
C. determine atmospheric stability conditions from cloud observations.  
D. make a basic weather prediction for Central California based on outside observations of wind, temperature, pressure, and moisture.  
E. use psychrometric (humidity) tables to determine atmospheric moisture content.  
F. describe how the topography of California influences the climate of this region.  
G. distinguish among the various clouds on infrared and visible satellite photographs.  
H. list five different types of fog and be able to explain the necessary conditions for the development of each one.  
I. explain how clouds form.  
J. describe the atmospheric conditions necessary for the formation of the various forms of precipitation.  
K. identify and explain the formation of atmospheric visual events such as rainbows, the blue sky, red sunsets, halos and mirages.  
L. associate surface and upper air weather patterns with various weather conditions experienced in the Central Valley of California.  
M. explain the atmospheric conditions necessary for the formation of dew and frost.  
N. describe the relationship between temperature, pressure, and density in the first 100 km of the lower atmosphere.  
O. determine cumulus cloud heights from surface moisture and temperature conditions.  
P. apply the basic laws of motion to wind flow patterns in the atmosphere.  
Q. describe the general circulation of winds near the surface in the northern and southern hemisphere.  
R. describe the different climatic types (according to Koppen) that exist in North America.  
S. explain how the lower atmosphere heats and cools.  
T. describe the complexities of climatic change.  
U. describe how the earth’s greenhouse effect works.  
V. explain how the earth’s ozone layer in the stratosphere is changing.  
W. explain the ideas behind global warming.  

XII. **CONTENT**  
A. The Earth’s Atmosphere  
   1. Overview of the Earth’s Atmosphere  
   2. Vertical Structure of the Atmosphere  
   3. Weather and Climate
B. Warming the Earth and the Atmosphere
   1. Temperature and Heat Transfer
   2. Absorption, Emission, and Equilibrium
   3. Incoming Solar Energy

C. Air Temperature
   1. Daily Temperature Variations
   2. The controls of Temperature
   3. Air Temperature Data
   4. The Use of Temperature
   5. Air Temperature and Human Comfort
   6. Measuring Air Temperature

D. Humidity, Condensation and Clouds
   1. Circulation of Water in the Atmosphere
   2. Evaporation, Condensation, and Saturation
   3. Humidity
   4. Dew and Frost
   5. Fog
   6. Foggy Weather
   7. Clouds

E. Cloud Development and Precipitation
   1. Atmospheric Stability
   2. Determining Stability
   3. Cloud Development and Stability
   4. Precipitation Processes
   5. Precipitation Types
   6. Measuring Precipitation

F. Air Pressure and Winds
   1. Atmospheric Pressure
   2. Measuring Air Pressure
   3. Surface and Upper-Air Charts
   4. Why the Wind Blows
   5. Surface Winds
   6. Winds and Vertical Air Motions
   7. Measuring and Determining Winds

G. Atmospheric Circulations
   1. Scales of Atmospheric Motion
   2. Eddies – Big and Small
   3. Local Wind Systems
   4. Global Winds
   5. Global Winds Patterns and the Oceans

H. Air Masses, Front, and Middle-Latitude Cyclones
   1. Air Masses
   2. Fronts
   3. Middle-Latitude Cyclones

I. Weather Forecasting
   1. Acquisition of Weather Information
   2. Weather Forecasting Methods
   3. Weather Forecasting Using Surface Charts

J. Thunderstorms and Tornadoes
   1. Thunderstorms
   2. Tornadoes
3. Severe Weather and Doppler Radar
4. Waterspouts

K. Hurricanes
1. Tropical Weather
2. Anatomy of a Hurricane
3. Hurricane Formation and Dissipation
4. Naming Hurricanes

L. Air Pollution
1. History of Air Pollution
2. Types and Sources of Air Pollutants
3. Factors That Affect Air Pollution
4. Air Pollution and the Urban Environment
5. Acid Deposition

M. Global Climate
1. A World with Many Climates
2. Climatic Classification – The Köppen System
3. The Global Pattern of Climate

N. Climate Change
1. The Earth’s Changing Climate
2. Possible Causes of Climatic Change
3. Global Warming

O. Light, Color, and Atmospheric Optics
1. White and Colors
2. White Clouds and Scattered Light
3. Blue Skies and Hazy Days
4. Red Suns and Blue Moons
5. Twinkling, Twilight, and the Green Flash
6. The Mirage: Seeing Is Not Believing
7. Halos, Sundogs, and Sun Pillars
8. Rainbows
9. Coronas and Cloud Iridescence

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Lectures, field trips, films, slide presentations, video tapes, television presentations, and demonstrations
   2. Demonstrations will include meteorological problem-solving strategies and techniques by the instructor

B. Typical assignments used in achieving learner independence and critical thinking:
   1. Homework assignments, written exercises, study guide information, and field trips all require students to:
      a. analyze problems
      b. synthesize material
      c. develop an appropriate problem-solving technique in reaching a solution
      d. evaluate the problem-solving technique to see if proper results were obtained
IV. TEXTBOOKS AND OTHER READINGS (Typical)

A. Required texts:

B. Other readings:

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. Exams
B. Quizzes
C. Weekly assignments
D. Written summaries
E. Weather observations
F. Final examination

Note: All quizzes, exams, assignments, and summaries require students to solve problems by identifying and applying the appropriate principles of meteorology to the given problem.
Proposal Impact

METEO 160 Introduction to Weather and Climate
**Course Inactivation**
Noah Hughes

Courses

1. METEO 151 *Launched*
2. METEO 151 *Active*
3. METEO 171 *Active*

Cross Listed Courses

Programs
Sean Fornelli

From: Vicki Groff  
Sent: Thursday, March 26, 2009 12:15 PM  
To: Sean Fornelli  
Subject: FW: ENGTC-215 - Hours Revision Request  

fyi  
I've made the hours and load revisions on CRSE and notified the division that they're done.  

V

From: Barbara Adams  
Sent: Wednesday, March 25, 2009 12:32 PM  
To: Vicki Groff  
Cc: Letitia Senechal; Sean Fornelli  
Subject: RE: ENGTC-215 - Hours Revision Request  

Hi Vicki,  

Yes, go ahead and make the CRSE hours change and we'll place a notification item on the 3/31/09 agenda.  

Sean, please place on the 3/31/09 agenda for documentation purposes.  

Thanks!  

Barbara

From: Vicki Groff  
Sent: Wednesday, March 25, 2009 12:13 PM  
To: Barbara Adams  
Cc: Letitia Senechal; Sean Fornelli  
Subject: ENGTC-215 - Hours Revision Request  
Importance: High  

Hello Barbara,  

Brian Sanders pointed out that ENGTC-215 has incorrect hours. It is part of the 210-211-212 sequence -- all of which have 13.5 Lec hours + 13.5 Lab hours. Currently, ENGTC-215 has 12 hrs Lec + 12 hrs Lab.  

Can this update go through Curriculum as an advisory -- and can I make the CRSE hours changes now, so that Brian can schedule classes properly for Fall?  

Thanks,

Vicki Groff  
Instruction Office Technician  
groffv@mjc.edu  
Phone: (209) 575-6413  
Fax: (209) 575-6025
I. DIVISION: Science, Mathematics, and Engineering
   PREFIX/NO.: ENGTC 215   COURSE TITLE: Introduction to Solid Modeling
   Formerly listed as:                     Date Changed: ______________

   Hours/Week: Lecture: 1.5   Lab: 1.5   Other: ___
   % Load: 5   % Load: 3.75   % Load: ___
   If catalog is to read lecture/lab check here  

   OTHER (explain): ___

II. ALSO OFFERED AS:
   Div: ___ Prefix/No.: ___ Title: ___
   Div: ___ Prefix/No.: ___ Title: ___

III. COURSE INFORMATION:
   No. Weeks: 8   TOP: 0901.00   State Class: A   Method of Instruction: ___
   Units: 1   SAM: C   Wk/Ex: ___   In-Service: ___
   Tot % Load: 8.75   CAN: ___   Apprentice: ___

   Offered Only: Spring  
   Summer  
   Fall  
   Eve  
   Not offered every semester: __

IV. PREREQUISITE(S)/COREQUISITE(S)/RECOMMENDED FOR SUCCESS:
   Prerequisite (P) ___ Corequisite: (C) ___ Recommended for success (R) ___
   (Please check all that apply and list below. Also attach appropriate documentation forms)
   Previous CAD or drafting experience.

V. CATALOG DESCRIPTION:
   Introduction to use of the computer as a Solid Modeler. Topics include working in the draft environment, solids
   construction, solids editing, drawing views, dimensioning, and assembly drawings.

VI. FIELD TRIPS REQUIRED?  Yes  
   No  
   Maybe __

VII. GRADING:  A-F Only ___ CR/NC Only ___ CR/NC Option ___ Non-Grades ___

VIII. REPEAT PROCEDURES:  Credit: No ___ Yes ___ Maximum Completions: ___ Maximum Units: ___
   Non-Credit: No ___ Yes ___ Maximum Completions: ___

IX. EXPLAIN FEE REQUIRED:
   Materials fee may be required for printout paper.
X. **PREREQUISITE SKILLS**
Before entering the course, the student will be able to:

XI. **OBJECTIVES** (Expected outcomes for students)
Upon successful completion of the course, the student will be able to:

A. explain the importance of solid modeling.
B. use the computer to develop solid models.
C. create 2D drawing profiles.
D. create 3D solids.
E. develop assembly drawings.
F. manage views to achieve maximum presentation of the drawing.
G. develop additional views.
H. produce neatly dimensioned drawings.

XII. **CONTENT**
A. Introduction to solid modeling
   1. Explain the background of solid modeling
   2. Explain the importance and benefits of solid modeling
B. Creating drawing profiles
   1. Develop drawing elements such as lines, circles, arcs, etc.
   2. Determine plane selections and developments
C. Creating 3D solids
   1. Protrusions
   2. Revolved protrusions
   3. Swept features
   4. Editing the solids
D. Building assemblies
   1. Set up the environment
   2. Place the parts
   3. Modify assembly relationships
ENGTC 215  INTRODUCTION TO SOLID MODELING

E. Manipulate views
   1. View commands
      a. Zoom
      b. Pan
      c. Shade

F. Create view styles additional views
   1. Develop auxiliary views
   2. Develop sectional views

G. Dimensioning

XIII. TEACHING METHODS

A. Methods to achieve course objectives:
   1. Lectures on principles and applications of solid modeling
   2. Demonstrations of efficient techniques of solid modeling commands

B. Methods used in achieving learner independence and critical thinking:
   1. Assignments requiring that students select and execute solid modeling commands
   2. In-class discussion and one-to-one discussion by students with instructor and other students

XIV. TEXTBOOKS (Typical)

Instructor generated materials

XV. SPECIAL STUDENT MATERIALS (i.e., protective eyewear, aprons, etc.)

XVI. METHODS OF EVALUATING STUDENT PROGRESS

A. In-class projects
B. Homework assignments
C. Tests
ANTHR 101 - Physical Anthropology

Action Type: Course Revision Major
Effective:
Primary Author: Susan Kerr
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 - B2, D1 Requested
IGETC Category: IGETC - 5B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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?)
Modesto Junior College
Course Outline of Record

ANTHR 101

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ANTHR 101 Physical Anthropology 3 Units

Introduction to human evolution. The evidence for human biological and behavioral adaptations is examined. Issues and topics will include the principles of genetics and evolution, human variation, comparative primate anatomy/behavior and an assessment of the human fossil record.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Areas of emphasis in anthropology.
   b. Concept of culture to the evolution of humans.
   c. History of evolutionary thought.
   d. Evaluation of evolutionary mechanisms and genetics.
   e. Primate taxonomy, anatomy, and behavior.
   f. Paleoanthropological methods relating to:
      i. Fossils
      ii. Stratigraphy
      iii. Dating
      iv. Taphonomy
   g. History of fossil human discoveries.
   h. Analysis of evidence and interpretations of the human fossil record.
   i. Application of the anthropological perspective in addressing issues of contemporary human variation.

B. HOURS AND UNITS

3 Units
C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading, and writing projects.
2. Photographic slides, videotapes, computer software, fossil models, and instructor handouts to supplement lecture, discussion, and writing.
3. Writing assignments emphasizing descriptive, analytical and evaluative skills and may include use of a computer.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)

1. Weekly readings of textbook, other assigned readings, and readings of extra source materials provided in class.
2. Per term writing assignments emphasizing descriptive, analytical, and evaluative skills.
3. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, textbook summary, and self-quizzes, and the following activities:
   a. Exposure to and discussion of various source materials, both primary and secondary.
   b. Discovery and discussion of current issues in physical anthropology.

2. EVIDENCE OF CRITICAL THINKING
Assignments require the appropriate level of critical thinking

1. Define the concept of a dominance hierarchy. What are the benefits of this social system to the primates who use it? Illustrate your answer using two specific examples from lecture, readings, or videos.
2. Evaluate the different hypotheses for the high frequency of Tay-Sachs in people of Eastern European Jewish descent.
3. Compare and contrast the three readings you completed in terms of the field of anthropology presented, the methods, and perspectives involved in each field presented.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

understand the human species and its variations as a product of evolution using comparative studies of primates, behavior, anatomy, genetics, and fossil specimens.

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

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Define the nature, scope, and methods of anthropology.
   
   b. Discuss the areas of emphasis within physical anthropology.
   
   c. Explain and illustrate the scientific methods, evolutionary theory and evolutionary principles including genetics.
   
   d. Describe and evaluate relevant data from geology, including the process of fossilization.
   
   e. Explain methods used in dating the evidence for human evolution.
   
   f. Discuss the functional anatomy of the Order Primates and describe, compare, and contrast traits shared by members of the Order.
   
   g. Appraise the influence of culture on human biological evolution.
   
   h. Identify important human and prehuman fossil discoveries.
   
   i. Compare and contrast the morphology of human and prehuman fossil species.
   
   j. Assess early human cultural evolution.
   
   k. Evaluate various phylogenetic interpretations of human biological and cultural evolution.
   
   l. Discuss human variation – past and present.
   
   m. Evaluate new human and prehuman fossil discoveries reported in the mass media.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**
      
      1. In class discussions.
      
      2. Individual/group writing projects.

   B. **SUMMATIVE ASSESSMENT**
      
      1. Essay exams (required).
      
      2. Objective testing.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Susan Kerr
COURSE PREFIX AND NUMBER: ANTHR 101
COURSE TITLE: Physical Anthropology
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.

Class will meet on-campus as well as complete online materials in order to fulfill 100% of instructional requirements. Individual faculty will determine which portions are completed online and on-campus.

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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Class will meet on-campus as well as complete online materials in order to fulfill 100% of instructional requirements. Individual faculty will determine which portions are completed online and on-campus.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Student-instructor interaction will occur on a regular basis in the following way: on-campus meetings, email, feedback and dialogue on writing assignments and other graded work. Phone and in-person interaction will be encouraged.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. The Online Helpdesk provides students with technical support. Students requiring Disability Services will be accommodated as necessary. Due dates of graded work will allow enough time to access the online materials and review as necessary.

4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? Students will be evaluated through a variety of methods, including essay examination to assess critical thinking skills, objective assessments, and any or all of the following: quizzes, graded discussion participation, online video viewing, class paper/projects, group projects.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Susan Kerr
COURSE PREFIX AND NUMBER: ANTHR 101
COURSE TITLE: Physical Anthropology
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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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Student-instructor interaction will occur on a weekly basis in the following way: email, discussions, chat, feedback and dialogue on writing assignments and other graded work. Phone and in-person interaction will be encouraged.

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3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? Students will be evaluated through similar methods in on campus and online classes.
Proposal Impact

ANTHR 101 Physical Anthropology
**Course Revision Major**
Susan Kerr

Courses

1. ANTHR 105 *Active*

Cross Listed Courses

Programs
ANTHR 104 - Linguistic Anthropology

3 Units

Action Type: Course Revision Major

Effective:

Primary Author: Debi Bolter

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 - C2, D1 Requested
IGETC Category: IGETC - 3B, 4A Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog.

**ANTHR 104 Linguistic Anthropology**

3 Units

*Formerly listed as:* ANTHR - 104: Language, Culture and Communication

An introduction to the anthropological study of language. Topics include: a survey of linguistics, including phonetics, phonology, morphology, syntax and semantics; the ethnography of communication; classification and cultural meaning; language, literacy and writing; and, anthropological approaches to the language emergence and change.

**Advisory:** Before enrolling in this course, students are strongly advised to complete ENGL 101 with a minimum grade of C.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

**General Education:** B., C. ) (CSU-GE: C2, D1 ) (IGETC: B.; A: )

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Introduction to anthropology
      i. Overview of sub-disciplines

   b. Methods of anthropological linguistics
      i. Historical linguistics, descriptive linguistics (m.c.)
      ii. Phonology, morphology, syntax, semantics

   c. Language in action (m.c.)
      i. Cultural meaning (m.c.)
      ii. Ethnicity, gender, status, style (m.c.)
      iii. Intercultural communication (m.c.)

   d. Nonverbal communication (m.c.)
      i. Proxemics, kinesics (m.c.)
      ii. Sign languages (m.c.)

   e. Language, literacy and culture (m.c.)
      i. Writing and symbolism
ii. Reading, identity and power (m.c.)

f. Acquisition of language
   i. Anthropological approaches to the history of human language
   ii. Language and the brain
   iii. Language socialization and identity (m.c.)

g. Language as a dynamic system (m.c.)
   i. Language change (m.c.)
   ii. Cross-cultural sharing (m.c.)
   iii. Contextual meaning (m.c.)

h. Anthropology of language (m.c.)
   i. Endangered languages (m.c.)
   ii. Bias in grammar, words and discourse (m.c.)
   iii. Language and institutions (m.c.)

B. ENROLLMENT RESTRICTIONS

   1. **Advisories**

      Before enrolling in this course, students are strongly advised to complete ENGL 101 with a minimum grade of C.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

   *Instructors of the course might conduct the course using the following method:*

   1. Lectures, in-class discussion, workbook exercises, group projects.
   2. Multimedia including video/DVDs, computer software, audio clips.

E. ASSIGNMENTS (TYPICAL)

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      *Time spent on coursework in addition to hours of instruction (lecture hours)*

      a. Weekly reading of textbook and other assigned readings, reading of extra source materials both
primary and secondary as provided in class, encouragement of independent research in areas of interest that may be discussed in weekly lectures.

b. Weekly preparations for exams using lecture notes, reviewing textbook readings and other assigned readings, answering study questions, writing of response papers, and group study sessions.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

Writings emphasizing descriptive, analytical and evaluative skills.

Example essay prompt on exams: Evaluate the point of view that language mirrors or reflects, rather than determines, cultural reality. Provide examples from ethnographic readings to support that view.

Example response paper prompt: Give an example of a situation in which you have misunderstood someone else’s kinesic system. What did you do? What would you do differently now that you understand how kinesic systems work? Compare your experiences with those of other classmates.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

(1) demonstrate a broad understanding of how anthropologists research and analyze the various components of language, language use, and language change; (2) analyze the relationship between language and culture to understand the various ways that people communicate; (3) appraise the relevancy of linguistic anthropology in a multicultural society and a global world.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Describe and analyze the relatedness and differences of linguistic anthropology to the other sub-disciplines of anthropology.

b. Demonstrate the methods of linguistic anthropology.

c. Evaluate the politics and performance of language use and linguistic events, such as those imbued with race, class, ethnicity, gender, location, and sub-culture. (m.c.)

d. Analyze the construction and transmission of cultural models through language. (m.c.)

e. Demonstrate knowledge of language acquisition, communicative competency, multilingualism, language use and institutions. (m.c.)

f. Assess language meaning across various cultural mediums, and performances. (m.c.)
g. Critically explore the similarities and differences in language and meaning across selected culture groups.

h. Describe how anthropologists study and research language change.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Workbook exercises
   2. In-class discussions
   3. Group projects
   4. Group and/or individual field work projects
   5. Response papers

B. SUMMATIVE ASSESSMENT
   1. Essay exams (required)
   2. Objective testing
   3. Research paper
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Debi Bolter

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ANTHR 104

COURSE TITLE: Linguistic Anthropology

EFFECTIVE DATE:

METHOD OF INSTRUCTION

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Proposal Impact

ANTHR 104 Linguistic Anthropology
**Course Revision Major**
Debi Bolter

Courses

Cross Listed Courses

Programs
ANTHR 105 - Physical Anthropology Laboratory

Action Type: Course Revision Major
Effective:
Primary Author: Debi Bolter
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 - B3 Requested
IGETC Category: IGETC - 5B Requested

Course Data Elements

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

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: ANTHR 101
I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ANTHR 105 Physical Anthropology Laboratory 1 Unit
Laboratory investigation of methods and techniques of human evolution and variation, including use of the scientific method, anthropometrics, and an analysis of the developmental and functional morphology of primates. Lines of evidence examined will include the study of population genetics, comparative anatomy and behavior of primates, forensic anthropology, human fossils and their reconstruction.

Corequisite: Concurrent enrollment in or satisfactory completion of ANTHR 101.

Field trips might be required. Units/Hours: 1.00 Units: Lab - 54.00 hours
Grading: A-F Only Transfer: CSU, UC
General Education: A. ) (CSU-GE: B3 ) (IGETC: B(lab )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

Required
A. Scientific method
B. Principles of inheritance
   1. Mendelian principles
   2. Punnett Square and probabilities
   3. Problems associated with relationships between behavior and biology
C. Evolutionary mechanisms -- applications
D. Biological anthropology: methods and techniques
   1. Anthropometrics and osteometrics
   2. Observational studies of primates (live or via film)
E. Primate evolution
F. Primate developmental stages
G. Primate skeletal analysis
   1. Human osteology and anatomy
   2. Forensic anthropology
   3. Functional morphology
   4. Taxonomy
   5. "Human" fossil evidence
H. Biocultural evolution
   1. Lithic technologies

B. ENROLLMENT RESTRICTIONS

1. Co-requisites

Concurrent enrollment in or Satisfactory completion of ANTHR 101
2. **Requisite Skills**
   Before entering the course, the student will be able to:
   
a. Understand principles of evolutionary theory, primate behavior, functional anatomy and the fossil record from lecture, class discussion and outside reading materials.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture/demonstrate, discussion, individual and group projects, readings, multimedia
2. Use of real and replica primate skeletal materials in directed laboratory exercises.
3. Use of computers to demonstrate data analysis techniques.
4. Laboratory exercises involving application of anthropological data gathering, analysis and interpretation of primate materials.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   Lab only - no outside-of-class hours required.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   Typical assignments/exam prompts:
   
   1. Prepare a brief report that presents the results of data collection you performed during the primate behavior research project.
   2. If a person heterozygous for type B blood and the Rh factor mates with a person homozygous for type A blood and Rh negative, what is the chance that their child will have type A blood, Rh positive?
   3. Contrast the cranial and post-cranial features between *Homo erectus* and Neanderthals. Use correct anatomical terminology.
   4. a) Identify the methods that an osteologist uses to determine age and sex of a skeleton. b) Apply these methods to the unknown skeletal material presented here to determine age and sex.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   understand the procedures and applications of physical anthropology in a hands-on situation, as a supplement to information learned in Introductory Physical Anthropology lecture course.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

   2. Lab Learning Goals
      Upon satisfactory completion of the lab portion of this course, the student will be able to:

      a. Demonstrate knowledge of and ability to apply the scientific method in analysis of primate skeletal materials.
      b. Describe and demonstrate principles of inheritance, population genetics as they relate to human evolution.
      c. Identify bone names and their anatomical features.
      d. Identify and evaluate muscle and skeletal anatomy related to primate locomotor behavior.
      e. Describe and demonstrate appropriate anthropometric techniques in the measurement and analysis of primate skeletal materials.
      f. Analyze primate and human skeletal materials to assess age, sex and individual variability.
      g. Describe and assess functional morphology of primate cranial materials.
      h. Demonstrate ability to classify and place a specimen in its appropriate primate taxonomic category.
      i. Develop and evaluate observational data gathering techniques related to nonhuman primates.
      j. Identify and evaluate the anatomical evolutionary significance of the following specimens: Australopithecus [Paranthropus], Homo habilis, Homo erectus [ergaster], Homo heidelbergensis, Homo neanderthalensis, Homo sapiens
      k. Assess and evaluate lithic technology as they relate to human morphological evolution.
      l. Recommended goal: Identify living nonhuman primates and collect observation data on primate behavior (via field trip).

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. In class discussion
   2. Laboratory exercises

B. SUMMATIVE ASSESSMENT

   1. Practical identifications/exams
2. Short essay exams
3. Individual/group projects
Proposal Impact

ANTHR 105 Physical Anthropology Laboratory
**Course Revision Major**
Debi Bolter

Courses

Cross Listed Courses

Programs
ANTHR 107 - Forensic Anthropology Introduction

Action Type: Course Revision Major

Effective:

Primary Author: Debi Bolter

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:  State Classification:

Open Entry/Open Exit: No  Work Experience: No

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These items have continuing value because:

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I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**ANTHR 107 Forensic Anthropology Introduction** 3 Units

Introduction to forensic anthropology as an applied field of physical anthropology; the methods of solving crimes with anthropological data and applying techniques designed for the analysis of human skeletal remains (personal identification, the determination of population, cause of death, DNA analysis, and issues of collection of physical evidence). Interaction between anthropologists and law enforcement agencies and human rights issues.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours **Grading:** A-F or P/NP - Student choice **Transfer:** CSU

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Introduction to the Field of Forensic Anthropology
      i. Definition and Historical Background
      ii. Methods in Forensic Anthropology

   b. Establishing the Forensic Context
      i. Materials Found: Bone vs. Non-Bone
      ii. Species: Human vs. Non-Human
      iii. Context: Contemporary vs. Non-Contemporary

   c. Human Osteology and Odontology
      i. Determination of Ancestry
      ii. Determination of Sex
      iii. Determination of Age at Death
      iv. Determination of Personal Identification Features

   d. Death, Trauma and the Skeleton
      i. Projectile and Blunt Trauma
      ii. Antemortem and Postmortem Effects on the Skeleton
e. Human Rights and Ethical Issues

f. Role of the Forensic Anthropologist in Law Enforcement
   i. Recovery Scene Methods
   ii. Estimating Time Since Death
   iii. Chain of Evidence

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
Instructions of the course might conduct the course using the following method:

1. Lecture, discussion, reading, group work, and writing projects.
2. Multimedia, skeletal material, computer software and instructor handouts to supplement lecture discussion and reading.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly readings of textbook, other assigned readings, and readings of extra source materials provided in class.
   2. Per term writing assignments emphasizing descriptive, analytical and evaluative skills.
   3. Weekly review of notes, diagrams, readings, and preparations for exams using study guides, textbook summary, and self-quizzes, and the following activities:
      A. Exposure to and discussion of various source materials, both primary and secondary.
      B. Discovery and discussion of current forensic case studies.
      C. Analysis and evaluation of forensic scenarios as developed by instructor.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Typical assignments/prompts:
   1. Prepare a report that evaluates the analysis of forensic remains as presented in this scenario...
   2. Assess the ethical issues facing forensic anthropologists as presented in the video "Human Tragedy: The Faces of Kosovo."

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

understand the process of analyzing human remains and apply concepts from anthropology to solve medical and/or legal questions of human identification.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Define and describe the variety of areas researched by forensic anthropologists;
   b. Identify the techniques used in determining sex, age, and ethnicity from human skeletal remains;
   c. Identify the techniques used in determining trauma and/or pathological conditions of the human skeleton;
   d. Examine the steps necessary to establish a positive identification from human skeletal remains;
   e. Assess the role of the forensic anthropologist in relationship to law enforcement officials;
   f. Understand ethical and human rights issues;
   g. Analyze and critically assess current forensic case studies, media representations, and web sites.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Short essays.
2. Individual case reports.
3. In class discussions.

B. SUMMATIVE ASSESSMENT
1. Essay exams (required).
2. Objective testing.
3. Practical identifications.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Debi Bolter
COURSE PREFIX AND NUMBER: ANTHR 107
COURSE TITLE: Forensic Anthropology Introduction
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.

Face-to-face (50%) lecture, class discussion, multimedia presentations, group work. Hybrid (50%)--see checklist below:

TYPE OF TEACHING MODALITIES

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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Face-to-face (50%) lecture, class discussion, multimedia presentations, group work. Hybrid (50%)--see checklist below:

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Weekly, regular contact both via in person and via computer-mediated instruction.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. Online modality will incorporate several learning goals, like online photographic information on skeletal trauma and pathology, current forensic case studies, media representations of forensic cases, forensic web sites and the relationship with law enforcement officials.

4. 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 not different.
Proposal Impact

ANTHR 107 Forensic Anthropology Introduction
**Course Revision Major**
Debi Bolter

Courses

Cross Listed Courses

Programs
ANTHR 130 - Archaeology & Cultural Prehistory

Action Type: Course Revision Major

Effective:

Primary Author: Susan Kerr

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 - D1 Requested
IGETC Category: IGETC - 4A Requested

Course Data Elements

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

Instructor Load

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I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ANTHR 130 Archaeology & Cultural Prehistory | 3 Units**  
An introduction to anthropological archaeology including concepts, theories, and methods employed by archaeologists in reconstructing past life ways of humans. Topics include history and interdisciplinary nature of archaeological research; data acquisition, analysis and interpretation with a discussion of applicable data and models; cultural resource management; selected cultural sequences.

Field trips might be required. **Units/Hours**: 3.00 Units: Lecture - 54.00 hours  
**Grading**: A-F or P/NP - Student choice  
**Transfer**: CSU, UC  
**General Education**: (CSU-GE: D1) (IGETC: A: )

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**
   
   a. History of the field of archaeology  
   b. Basic concepts of prehistory  
   c. Lower, Middle, Upper Paleolithic, Mesolithic and Neolithic cultures  
   d. Prehistoric migrations and adaptations  
   e. Theoretical perspectives in archaeology  
   f. Methods: data collection and description  
      
      i. Archaeological sites  
      ii. Archaeological survey methods  
      iii. Excavation methods  
      iv. Technical analysis of artifacts/ecofacts  
      v. Dating methods  
   g. Methods: analysis and interpretation  
      
      i. Classification of artifacts (typology)  
      ii. Reconstruction of cultural lifeways  
      iii. Explaining cultural process
B. **HOURS AND UNITS**

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3 Units

C. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture, discussion, reading and writing projects.
2. Photographic slides, videotapes, artifact models, and handouts to supplement lecture, discussion, and reading.
3. Writing assignments emphasizing descriptive, analytical and evaluate skills.

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Weekly readings of textbook, other assigned readings, and reading of extra source materials provided in class.
   
   b. Per term writing assignments emphasizing descriptive, analytical and evaluative skills.
   
   c. Weekly review of notes, diagrams, readings, and the following activities:
      
      i. Exposure to and discussion of various course materials, both primary and secondary.
      
      ii. Discovery and discussion of current issues in archaeology.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Describe the development of American archaeology from 1492 to the present. Be sure to include the names and dates of the different periods, a description of the mode of archaeology of the period, and the specific types of questions asked and answered.
   
   b. Compare and contrast archaeology and history. Discuss strengths and weaknesses of each in studying the past. How does the field of historical archaeology resolve some of these issues?
   
   c. What is remote sensing and how can archeologists benefit from using it? Comment on the strengths and limitations of remote sensing.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


### III. DESIRED LEARNING

#### A. COURSE GOAL

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

understand the process of archaeological research in terms of theoretical background, methods, and object analysis within the structure of the historical and prehistoric archaeological record.

#### B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Discuss the areas of emphasis in anthropology.

   b. Explain and illustrate the scientific method as it relates to archaeology.

   c. Describe the goals of archaeology.

   d. Describe the historical development of modern archaeology and current focuses in archaeological research such as cultural resource management, experimental archaeology and historical archaeology.

   e. Identify and describe various types of archaeological sites and methods of locating them.

   f. Explain and critically analyze the methods used in dating archaeological remains.

   g. State, demonstrate and evaluate the techniques of archaeological data acquisition.

   h. Describe, assess and/or demonstrate the techniques of archaeological data classification and description.

   i. Describe and evaluate methods of reconstructing cultural sub-systems and models used for archaeological interpretation.

   j. Describe and evaluate methods of archaeological interpretation/explanation of past cultures.

   k. Based on archaeological evidence, describe the sequential development of human culture in:

   1. North, Central, and South America
   2. Europe
   3. Africa
   4. Asia

### IV. METHODS OF ASSESSMENT (TYPICAL)

#### A. FORMATIVE ASSESSMENT

1. In-class discussions

2. Group projects

3. Group and/or individual writing projects
B. **SUMMATIVE ASSESSMENT**

1. Essay exams
2. Objective testing
3. Research paper
Proposal Impact

ANTHR 130 Archaeology & Cultural Prehistory
**Course Revision Major**
Susan Kerr

Courses

Cross Listed Courses

Programs
Modesto Junior College
ANTHR 150 Course Data Summary Report

ANTHR 150 - Native People of North America 3 Units
Action Type: Course Revision Minor
Effective:
Primary Author: Debi Bolter
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 - D1 Requested
IGETC Category: IGETC - 4A Requested

Course Data Elements

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

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Modesto Junior College
Course Outline of Record

ANTHR 150

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ANTHR 150 Native People of North America 3 Units

Introductory survey of Native North Americans. Protohistory will be examined, with emphasis on historic and contemporary culture groups and their politics, economics, and religions. The impact of non-Native peoples on indigenous cultures will be explored.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: (CSU-GE: D1 ) (IGETC: A: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

A. The anthropological study of indigenous cultures of North America:

1. time perspective
2. comparative method
3. holistic point of view
4. culture concept
5. cultural relativistic perspective

B. The earliest inhabitants: origins and interpretations

C. The indigenous cultures of:

1. Pacific Northwest
2. Arctic and Sub-Arctic
3. Southwest
4. Praire-Plains
5. Southeast
6. Northeast
7. Intermontane West and California

B. HOURS AND UNITS

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</tbody>
</table>
C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture, discussion, reading and writing projects.
2. Photographic slides, films/videos, discussion, and reading.
3. Writing assignments emphasizing descriptive, analytical and evaluative skills.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Student workload outside of class may include, but is not limited to:

1. Weekly reading of textbook and other assigned readings, reading of extra source materials both primary and secondary as provided in class, encouragement of independent research in areas of interest that may be discussed in weekly lectures.
2. Weekly preparations for exams using lecture notes, reviewing textbook readings and other assigned readings, answering study questions, writing of response papers, and group study sessions.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. Writings emphasizing the descriptive, analytical and evaluative skills. Example essay prompt on exams:
   Evaluate how the kinship structure in the Iroquois differs from that of the Navajo. Be sure to include a discussion of residence patterns and patterns of descent.
   Assess how the shift in the national and international economy in the last three decades has propelled the resurgence of indigenous life patterns for Native North Americans. Use three culture areas in your analysis.

   Example response paper:
   Visit the Great Valley Museum on the West Campus and write an essay about how the local Native Americans are represented in the exhibit. Compare and contrast this with the concepts that we have covered in class so far.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

assess Native North American prehistoric, historic and contemporary cultures, and compare aspects of
their rituals and institutions within cultural contexts.

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

1. **Required Learning Goals**  
   Upon satisfactory completion of this course, the student will be able to:
   
a. Identify and evaluate the anthropological approach to a study of the Native North Americans.

b. Discuss and evaluate the probable origin and distribution of the earliest North American indigenous cultures.

c. Identify the indigenous culture areas of North America.

d. Discuss, analyze and evaluate Native American adaptive strategies in the areas of technology, economic organization, political organization, kinship, social organization and supernaturalism.

e. Analyze changes in North American aboriginal rituals and institutions with colonialism.

f. Assess current issues including heritage, gaming and sovereignty.

g. Discuss and apply the anthropological perspective in addressing Native American cultural issues in contemporary American society.

h. Compare selected indigenous cultures through film/video and slides.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
   
1. In-class discussions
2. Group projects
3. Group and/or individual writing projects
4. Response papers

B. **SUMMATIVE ASSESSMENT**
   
1. Essay exams (required)
2. Objective testing
3. Research paper
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Debi Bolter
COURSE PREFIX AND NUMBER: ANTHR 150
COURSE TITLE: Native People of North America
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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<tbody>
<tr>
<td>Telephone Contact</td>
<td>Web or Computer-based Activities</td>
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<td>Quizzes, Self-test and Exams</td>
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<tr>
<td></td>
<td>Group Projects</td>
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</table>

COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Student-instructor interaction will occur on a weekly basis in the following way: email, discussions, chat, feedback and dialogue on writing assignments and other graded work. Phone and in-person interaction will be encouraged.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The Online Helpdesk provides students with technical support. Students requiring Disability Services will be accommodated as necessary. Due dates of graded work will allow enough time to access the online materials and review as necessary.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? Students will be evaluated through similar methods in on campus and online classes.
Class will meet on-campus as well as complete online materials in order to fulfill 100% of instructional requirements. Individual faculty will determine which portions are completed online and on-campus.

### TYPE OF TEACHING MODALITIES

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<tr>
<td></td>
<td>Group Projects</td>
</tr>
</tbody>
</table>

### COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Class will meet on-campus as well as complete online materials in order to fulfill 100% of instructional requirements. Individual faculty will determine which portions are completed online and on-campus.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Student-instructor interaction will occur on a regular basis in the following way: on-campus meetings, email, feedback and dialogue on writing assignments and other graded work. Phone and in-person interaction will be encouraged.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. The Online Helpdesk provides students with technical support. Students requiring Disability Services will be accommodated as necessary. Due dates of graded work will allow enough time to access the online materials and review as necessary.

4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? Students will be evaluated through a variety of methods, including essay examination to assess critical thinking skills, objective assessments, and any or all of the following: quizzes, graded discussion participation, online video viewing, class paper/projects, group projects.
Proposal Impact

ANTHR 150 Native People of North America
**Course Revision Minor**
Debi Bolter

Courses

Cross Listed Courses

Programs
ANTHR 174 - Anthropology Summer Field Studies

Action Type: Course Revision Major
Effective:
Primary Author: Susan Kerr
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: 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:

Field studies classes require travel and support of the student while away from home. The materials fee is used to pay entrance fees, and also supports the basic needs of the student while in a learning situation. No goals can be met if the student is not provided entrance, travel, housing and food.

These items have continuing value because:

The field is the classroom, and bringing the student to it requires funds for entrance to museums, etc.

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?)
The costs are collective...each student pays into a fund, from which costs of vans, fuel, food, entrance fees, camping fees and other expenses for the trip are drawn. For a group trip, paying individually is not an option.
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**ANTHR 174 Anthropology Summer Field Studies**

Application of principles of anthropology through extended field studies at selected sites. Skills developed in cultural field studies, ethnographic data collection, archaeological artifact and site identification. Requires ability to work and study under rigorous conditions.

**Materials Fee Required**

Two maximum completions.

Field trips are required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice **Transfer:** CSU

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   The course structure, objectives, and basic anthropological concepts will remain the same, but field trips will visit different locations (and thus different cultures) in different years (for example, Italy, American Southwest, South America, etc.).

   1. Meet for orientation, meal planning, basic review of anthropological principles, and preparation of presentation/paper topic.
   2. Content emphasized at a variety of locations (example areas included):

      a. Observe and evaluate archaeological evidence of prehistoric peoples: Chaco Culture Historic Park, Pompeii, Cuzco in Peru
      b. Discover the value of cultural relativism by spending time in a different locale or culture: Zuni Pueblo, Acoma (Sky City), Italy, South America
      c. Interact with applied anthropologists: Pompeii, Mesa Verde National Park, Red Rock Ranger District, Acoma, Zuni Pueblo
      d. Recognize the features of historical archaeology and tourism: Great Basin National Park (Lehman Caves), Yosemite National Park, Lava Beds National Park, Colloseum in Rome
      e. Recognize evidence for abandonment of archaeological sites or localities: Chaco Culture Historical Park, Mesa Verde National Park

B. **HOURS AND UNITS**

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<th>TERM HOURS</th>
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<tr>
<td>Lab</td>
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3 Units
C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lectures, demonstrations, and discussions.
2. Field visits to anthropologically significant sites.
3. Written and oral projects.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Daily readings of textbook, other assigned readings, and reading of extra sources materials presented during class.
   2. Daily writing assignments emphasizing descriptive, analytical and evaluative skills.
   3. Review of lecture and field notes, diagrams, readings, and preparation for exams using study guides and textbook summary.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Exposure to and discussion of various source materials, both primary and secondary.
   2. Discovery and discussion of current issues in anthropology and archaeology (for example: culture contact and culture loss).
   Typical Questions:
   1. Prepare a report that evaluates the evidence for culture change in the prehistoric American Southwest.
   2. Create a presentation that assesses the effects of culture contact on local cultures (in a specific region visited).
   3. Using evidence you observed at the two archaeological sites you visited today, present and evaluate the evidence for the effects of environmental change on cultures.

E. TEXTS AND OTHER READINGS (TYPICAL)

2. Other: National Park Service or Museum Guides (as appropriate to the location visited)

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   understand and apply anthropological concepts to field situations.

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

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Employ cultural relativism when interacting with people from other cultures.
   b. Examine and analyze field evidence regarding the cultural record of past humans.
c. Identify common artifacts, ecofacts, and features in archaeological sites.

d. Interpret culture change through observation of the extant archaeological record (gained through field activities) and environmental changes over time.

e. Assess the effects of culture contact on indigenous peoples around the world.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Field notebook
2. Site report case study
3. Student presentation
4. Class discussion

B. SUMMATIVE ASSESSMENT

1. Comprehensive Field Journal
2. Objective testing
# FEE REPORT

ANTHR 174 Anthropology Summer Field Studies *Launched*
**Course Revision Major**
Susan Kerr

<table>
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<th>#</th>
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How materials are related to the Student Learning Goals for the course:
Field studies classes require travel and support of the student while away from home. The materials fee is used to pay entrance fees, and also supports the basic needs of the student while in a learning situation. No goals can be met if the student is not provided entrance, travel, housing and food.

How the materials have continuing value outside the classroom:
The field is the classroom, and bringing the student to it requires funds for entrance to museums, etc.

Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:
Yes

Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):
The costs are collective...each student pays into a fund, from which costs of vans, fuel, food, entrance fees, camping fees and other expenses for the trip are drawn. For a group trip, paying individually is not an option.
Proposal Impact

ANTHR 174 Anthropology Summer Field Studies
**Course Revision Major**
Susan Kerr

Courses

Cross Listed Courses

Programs
AUBDY 303 - Automotive Collision Repair 3

Action Type: Periodic Review
Effective:
Primary Author: Jeff Beebe
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: I
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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<tbody>
<tr>
<td>Collision Repair Kits</td>
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<td>$50</td>
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</table>

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

Students in the field need to acquire personal tools associated with the profession as they progress through program.

These items have continuing value because:

Tools and supplies have continued market value and can be used to conduct professional and or home auto body collision related tasks

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?)

Consistency in quality and accuracy of tools enables professors to ensure safety in labs, uniformity in work being performed by students and efficiency of labs work scheduled throughout the semester (minimize delays that impact student learning)
Enrollment Restrictions & Advisories

Prerequisite: AUBDY 302
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**AUBDY 303 Automotive Collision Repair 3**

This course is designed for the student who has completed Auto Body 301 and 302 with emphasis on advanced techniques, including repair and replacement of non structural and structural components. This course works towards ASE certification and uses the ICAR live delivery program. At the end of each program the student will take a post test and be eligible for ICAR Training Alliance gold class points.

*Prerequisite:* Satisfactory completion of AUBDY 302. with a minimum grade of C or better

*Materials Fee Required*

Field trips might be required.  
**Units/Hours:** 4.00 Units: Lecture - 18.00 hours  
Lab - 162.00 hours  

**Grading:** A-F Only

II. **LEARNING CONTEXT**

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:

**A. COURSE CONTENT**

1. **Required Content:**

A. Visual inspection and repair plan  
   1. Visual inspection of damage  
   2. Point of impact (direct damage)  
   3. Indirect damage (displaced metals)  
   4. Direction of damaging force  
   5. Inner construction impact and distortion  
   6. Methods of disassembly  

B. Collision repair  
   1. Front-end repairs conventional and unitized.  
   2. Side repair methods  
   3. Turret-top repairs  
   4. Methods of rear-end repairs  

C. Replacing welded body panel and sections  
   1. Removal  
      a. Air chisel  
      b. Air nibbler  
      c. Hacksaw  
      d. Abrasive wheel  
      e. Metal shears  
      f. Spot weld drill  
   2. Types of seams or joints  
      a. Lap seam  
      b. Recess lap  
      c. Butt  
      d. Tack strip  
   3. Body alignment  
      a. X-checking (diagonal measurements)  
      b. Tram gauges  
      c. Fender straps  
      d. Cable ratchet puller  
      e. Friction jack  
   4. Quarter panel  
      a. Full replacement
b. Vertical splices
  c. Horizontal splices
  d. Sectioning
5. Door outer panel replacement (skin)
6. Rocker panel
7. Floor pan (undercarriage)
8. Top full replacement andoutersheet metal (skin)
9. Inner panel alignment
10. Attaching and alignment prior to welding
11. Panel and sheet metal gap
D. MIG Welding (Metal Inert Gas)
  1. Safety – helmet, gloves, and welding jacket
  2. Set up and adjusting wire welder
  3. Welding different metals
     a. Mild steel
     b. HSS high strength steel
     c. HSLA
     d. Galvanized
  4. Welding methods
  5. Adjustments for metal gauge
     a. Spot weld
     b. Continuous
     a. Pulse
  6. Trade standards and industry regulations for welding unitized structural metals
  7. Heat zone
     a. Effects of heat on different metals

2. **Required Lab Content:**

   a. Demonstrate proper safety habits in a shop environment as it relates to
      i. Chemicals
      ii. Electrical
      iii. Surface preparation
      iv. Vehicle lifts
   b. Demonstrate proper tool usage in lab work
   c. Demonstrate appropriate usage of welding and cutting techniques
      i. Metal inert gas welding
      ii. Spot welding
      iii. Heat shrinking processes
   d. Perform non-structural repairs
      i. Damage analysis
      ii. Common damage characteristics
      iii. Removal and replacement of non-structural panels
   e. Apply automotive body fillers to industry standards
f. Determine vehicle design (construction) as it applies to lab projects
   i. Identifying substrates
   ii. Fastening devices

g. Plastic and composite repairs
   i. Repair and replacement

h. Corrosion protection
   i. Surface preparation
   ii. Anticorrosion materials

i. Passenger compartment service
   i. Repair and replacement

j. Welded panel replacement
   i. Spot weld removal
   ii. Panel removal
   iii. New panel installation

k. Vehicle dimensions
   i. Tram gauges
   ii. Diagnosing damage
   iii. Computer measuring systems

l. Estimating repair costs
   i. Analyze
   ii. Evaluate
   iii. Calculate

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of AUBDY 302 with a minimum grade of C or better.

2. Requisite Skills

   Before entering the course, the student will be able to:

   a. Demonstrate the correct procedures used in automotive plastic and composite repairs.
b. Demonstrate correct procedures for corrosion protection to meet manufacturer’s specifications.

c. Complete a repair estimate of a damaged automobile using collision repair manuals. The estimate must include all current information according to industry standards.

### C. HOURS AND UNITS

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### D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Present weekly lectures through the use of power point presentations and DVD presentations.
2. Discuss chapter content and review homework in class to ensure students have knowledge prior to assigned lab activities correlated to lectures and NATEF.
3. Modeling trade techniques, during lab, as it relates to the application of repairs.

### E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   - Time spent on coursework in addition to hours of instruction (lecture hours)
   - Weekly Reading Assignments

2. Weekly Homework Assignments
3. NATEF Lab Sheets
4. ICAR Performance Evaluations

### III. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. List the repair methods of ultra high strength steels.
2. How would you determine whether a vehicle is a total loss?
3. How do you avoid parallax error when reading a scale?
4. If undercutting occurs while MIG welding, what should you do?
5. What can you do to make the LAB area a safer place to work.
6. Summarize the deformation effects of impact on steel panels.
7. Identify and explain the difference between the two major types of plastic used in vehicles.

**TEXTS AND OTHER READINGS (TYPICAL)**

- **DESIRED LEARNING**

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

  diagnose minor collision damage, prepare an estimate, repair and/or replace necessary panels to pre-accident condition.

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

  **A. Required Learning Goals**
  
  *Upon satisfactory completion of this course, the student will be able to:*

  a. Identify major components of a typical passenger compartment and diagnose proper repair or replacement procedures.

  b. Identify, diagnose and perform repair or replacement procedures related to substrates, structural components and assemblies used in vehicle construction.

  **B. Lab Learning Goals**
  
  *Upon satisfactory completion of the lab portion of this course, the student will be able to:*

  a. Demonstrate the ability to comply with industry safety and environmental issues.

  b. Analyze, diagnose and perform minor repairs on non-structural steel panels.

  c. Demonstrate the correct procedure used in plastic adhesive repairs.

  d. Demonstrate correct procedures for corrosion protection to meet manufacturer’s specifications.

- **METHODS OF ASSESSMENT (TYPICAL)**

  **A. FORMATIVE ASSESSMENT**

  A. Weekly Reading Assignments

  B. Weekly Homework Assignments

  C. NATEF Lab Sheets

  D. ICAR Performance Evaluations

  E. Bi Monthly Quizzes

  **B. SUMMATIVE ASSESSMENT**

  A. ICAR Post Tests

  B. Mid Term Exam

  C. Final Exam
## FEE REPORT

**AUBDY 303 Automotive Collision Repair 3 *Launched*  
**Periodic Review**

**Jeff Beebe**

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| Total | $50.00 |

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**How materials are related to the Student Learning Goals for the course:**  
Students in the field need to acquire personal tools associated with the profession as they progress through program.

**How the materials have continuing value outside the classroom:**  
Tools and supplies have continued market value and can be used to conduct professional and or home auto body collision related tasks.

**Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:**  
Yes

**Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):**  
Consistency in quality and accuracy of tools enables professors to ensure safety in labs, uniformity in work being performed by students and efficiency of labs work scheduled throughout the semester (minimize delays that impact student learning).
Proposal Impact

AUBDY 303 Automotive Collision Repair 3
**Periodic Review**
Jeff Beebe

Courses

1. AUBDY 304 *Active*
2. AUBDY 304 *Launched*

Cross Listed Courses

Programs

1. Autobody/Collision Repair A.A. Degree Major *New Program*
2. Autobody/Collision Repair Certificate of Achievement *Certificate Major Revision*
3. Autobody/Collision Repair Certificate of Achievement *New Program*
4. Autobody/Collision Repair A.A. Degree Major *A.A. Degree Major Revision*
5. Autobody/Collision Repair Certificate of Achievement *Certificate Major Revision*
6. Autobody/Refinishing A.S. Degree *New Program*
7. Autobody/Refinishing A.S. Degree *A.S. Degree Major Revision*
AUBDY 322 - Automotive Spray Refinishing 2
Action Type: Course Revision Minor
Effective:
Primary Author: Jeff Beebe
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: 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:

- Students in the field need to acquire personal tools associated with the profession as they progress through the program.

These items have continuing value because:

- Tools and supplies have continued market value and can be used to conduct professional and or home auto body collision related tasks.

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?)

Consistency in quality and accuracy of tools enables professors to ensure safety in labs, uniformity in work being performed by students and efficiency of labs work scheduled throughout the semester (minimize delays that impact student learning)
Enrollment Restrictions & Advisories

Prerequisite: AUBDY 321 and AUBDY 301
I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**AUBDY 322 Automotive Spray Refinishing 2**  
3 Units

Continuation of AUBDY 321 with further instruction of automotive refinishing with single stage, base/clear coat urethane paints, and estimate writing.  
**Prerequisite:** Satisfactory completion of AUBDY 321 and AUBDY 301.  
**Materials Fee Required**

Field trips might be required.  
**Units/Hours:** 3.00 Units: Lecture - 18.00 hours  
Lab - 108.00 hours

**Grading:** A-F Only

II. **LEARNING CONTEXT**  
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:

**A. COURSE CONTENT**

1. **Required Content:**

   1. Instruction in the safe handling and spraying of all catalyzed material  
      a) Types of finishes  
      b) Acrylic urethane and base coat/clear coats  
   2. Surface preparation for complete refinishing  
      a) Washing  
      b) Special solvent cleaning  
      c) Sanding  
      d) Masking  
      e) Tacking  
      f) Sealing  
   3. Spray techniques  
      a) Air pressure  
      b) Gun adjustments  
      c) Gun distance and uniform coating  
      d) Fog coats  
   4. Color matching fundamentals and techniques  
      a) Standard color shades  
      b) Light and dark shades  
      c) Metallic and non-metallic paints  
      d) Color perception  
   5. Color reduction and additives  
      a) Reducers  
      b) Retarders  
      c) Catalysts  
      d) Silicone additives  
   6. Accelerators Paint Failures  
      a) Crazing  
      b) Blushing  
      c) Checking and line-cracking  
      d) “Runs”  
      e) “Fish eye”  
      f) Metallic mottling  
   7. Visual observation for repairs  
      a) Surface condition  
      b) Type of old finish  
      c) Selection of materials
d) Estimate of repairs (production level)

8. Paint Booth spraying
   a) Preparation
   b) Ventilation system
   c) Filters
   d) Respirators and (fresh-air-respirators)
   e) Protective clothing

9. Baking and force-dry equipment
   a) Stationary ovens
   b) Convection drying
   c) Inferred drying

10. Flexible plastic parts
    a) Identification
    b) Interior and exterior parts
    c) Elastomeric paint finisher
    d) Selection and application

11. Care of the paint finish
    a) Washing
    b) Solvent cleaners
    c) Polishes and wax
    d) Chrome
    e) Glass

2. Required Lab Content:

A. Safety Review
   1. Personal safety
   2. Environmental safety
   3. 321 Review

B. Estimating Automotive Damage
   1. Types of damage
   2. Analyze damage
   3. Appraisal

C. Spray Booth Operations
   1. Maintenance
   2. Electrical
   3. Filters

D. Prepare and Refinish Entire Vehicle
   1. Stripping
   2. Primer
   3. Sanding
   4. Cleaning
   5. Masking
   6. Refinishing

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of AUBDY 321 and AUBDY 301.

2. Requisite Skills
   Before entering the course, the student will be able to:
a. Analyze, evaluate, and manipulate the repair or replacement of non-structural steel panels.

b. Identify and demonstrate industry safety standards pertaining to the use of chemicals and equipment in a shop environment.

c. Understand the processes of refinishing a small project using water borne and solvent paint products.

3. **Health and Safety Skills/Restrictions**

   Before entering the course, the student must demonstrate the following skill or condition:

   a. Demonstrate the ability to comply with industry safety and environmental issues.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   1. Related material will be presented in the classroom through the use of Dvds, Video, and informational and procedural sheets
   2. Lab Environment introductions will be provided on facilities, tools and equipment relevant to course material
   3. Techniques and Procedures will be presented via instructor lab demonstrations

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      Time spent on coursework in addition to hours of instruction (lecture hours)

      1. Weekly chapter(s) reading assignment
      2. Weekly assigned review questions at the end of chapter for discussion in class at following lecture meeting
      3. Review and study of handouts and procedure sheets (sporadic throughout term)
      4. Weekly maintenance of laboratory journal that keeps notes on procedures, new techniques, etc.

   2. **EVIDENCE OF CRITICAL THINKING**

      Assignments require the appropriate level of critical thinking

      1. Typical Written Assignment after Paint Booth Demo: Draft a schematic diagram of laboratory paint booth controls and describe functions of switches, knobs, and sensors. Address all safety concerns, significance of sensors, procedures and tolerances associated with properly operating the paint booth control panel.
      2. Typical Knowledge of Vehicle Preparation: Student must demonstrate adequate knowledge of the proper stages of vehicle preparation for paint prior to being able to work on a vehicle. This evidence is demonstrated from quiz answers or verbal explanation one on one with professor.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. **DESIRED LEARNING**

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

   repair damaged sheet metal on vehicles. Prepare, paint and polish repaired areas to match original paint on vehicle, and paint a complete vehicle.

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

   1. **Required Learning Goals**
      Upon satisfactory completion of this course, the student will be able to:

      a. formulate an estimate of repairs to a vehicle.

      b. demonstrate the entire process of a complete overall refinish of a vehicle.

   2. **Lab Learning Goals**
      Upon satisfactory completion of the lab portion of this course, the student will be able to:

      a. Memorize and demonstrate all spray refinishing safety procedures

      b. Properly prepare a vehicle and apply all materials necessary for complete refinishing with base coat/clear coat paints

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Weekly Reading Assignments
   2. Weekly Homework Assignments
   3. NATEF Lab Sheets
   4. Bi Monthly Quizzes

B. **SUMMATIVE ASSESSMENT**

   1. Mid Term Exam
   2. Final Performance Evaluation
   3. Final Exam
AUBDY 322 Automotive Spray Refinishing 2 *Launched*
**Course Revision Minor**
Jeff Beebe

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How materials are related to the Student Learning Goals for the course:

Students in the field need to acquire personal tools associated with the profession as they progress through program.

How the materials have continuing value outside the classroom:

Tools and supplies have continued market value and can be used to conduct professional and or home auto body collision related tasks.

Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:

Yes

Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):

Consistency in quality and accuracy of tools enables professors to ensure safety in labs, uniformity in work being performed by students and efficiency of labs work scheduled throughout the semester (minimize delays that impact student learning).
Proposal Impact

AUBDY 322 Automotive Spray Refinishing 2
**Course Revision Minor**
Jeff Beebe

Courses

Cross Listed Courses

Programs

1. Autobody/Collision Repair Certificate of Achievement *Certificate Major Revision*
2. Autobody/Collision Repair A.A. Degree Major *A.A. Degree Major Revision*
3. Autobody/Refinishing null *New Program*
4. Autobody/Refinishing A.S. Degree *A.S. Degree Major Revision*
5. Autobody/Refinishing A.S. Degree *New Program*
AUTEC 373 - Clean Air Car Course

Action Type: Periodic Review
Effective:
Primary Author: Gerald Wray
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: 0948.00 SAM Code: State Classification: I
Open Entry/Open Exit: No Work Experience: No

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

Essential reference material used to assist student learning. All students must have access to the same information.

These items have continuing value because:

Students can use the material for future reference.

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?)

Students do not have access to the material, which can only be supplied to training providers who are approved to offer this course. To maintain uniformity, all students must use the same reference materials.
Enrollment Restrictions & Advisories

Advisory:
Prerequisite: AUTEC 320
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**AUTEC 373 Clean Air Car Course**

**Formerly listed as:** AUTEC - 373: 97 B.A.R. Clean Air Course
This course is California Bureau of Automotive Repair approved for the basic (EB) and enhanced (EA) emission control licenses. It is designed especially for the automobile technician preparing for the California Smog License. Students who do not have one year of trade experience in emissions/tune-up or required courses and certificates will not be eligible to take the state licensing examination. Emphasis will be on operational principles of the emission control components and how to test them. B.A.R. requires a minimum of 90% attendance and 70% (C) grade for completion.

**Prerequisite:** Satisfactory completion of AUTEC 320.

**Advisory:** Before enrolling in this course, students are strongly advised to Contact the instructor teaching the class.

**Materials Fee Required**

Three maximum completions.

Field trips are not required.

**Units/Hours:** 5.00 Units: Lecture - 72.00 hours Lab - 54.00 hours

**Grading:** A-F or P/NP - Student choice

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Rules and Regulations

      i. Program description and goals

      ii. Definition and requirements for licensing stations

      iii. Requirements for licensed inspectors

      iv. Requirements for Smog Check Technicians

      v. Referee stations, referrals and actions

      vi. Quality assurance audits

      vii. Emission control system warranty

   b. Identification of vehicle and emission controls

      i. Identification of various makes, models, engine family and transmission types

      ii. Identification procedures for required vehicle emission control systems

      iii. Identification of "grey market" vehicles, and Bureau procedures for testing/referral

      iv. Bureau policy and testing procedures regarding engine changes and engine replacements
v. Identification of approved aftermarket emission control equipment

c. Basic electricity
   i. Ability to utilize Ohm's law in problem solving
   ii. Circuit construction, components and protection devices
   iii. Circuit faults

d. Wiring diagrams
   i. Locate and interpret wiring diagrams

e. Vacuum diagrams
   i. Vacuum circuit tracing procedures
   ii. Procedures to detect vacuum leaks

f. Smog - Cause and effect
   i. Combustion process in internal combustion engine
   ii. Federal and state efforts to control air pollutants from vehicles
   iii. Geographical and atmospheric conditions that contribute to formation of smog

g. Engine theory
   i. Engine construction and components
   ii. Cycles of operation
   iii. Combustion chamber design
   iv. Valve timing

h. Ignition systems
   i. Components, construction and theory of operation of distributor and distributor-less systems
   ii. Effects of ignition system faults on engine operation

i. Fuel systems
   i. Components, construction and theory of operation of carburetor and fuel injection systems
   ii. Effects of fuel system faults on engine operation
   iii. Characteristics of fuels

j. Emission systems
   i. Components, construction and theory of operation emission system
ii. Effects of emission system faults on engine operation

2. **Required Lab Content:**

   a. Selection and correct use of various automotive test equipment to include:
      
      i. Meters
      
      ii. Scanners
      
      iii. Scopes
      
      iv. Exhaust gas analysers
      
      v. Chassis dynamometer
      
      vi. Fuel cap tester
      
      vii. Low pressure fuel evaporative tester

   b. Engine condition diagnosis
      
      i. Perform a compression test
      
      ii. Perform a cylinder balance test
      
      iii. Perform a cylinder leakage test
      
      iv. Perform a vacuum test
      
      v. Test on-board computer systems, actuators and sensors
      
      vi. Test computer timing systems
      
      vii. Test fuel injection systems
      
      viii. Test distributor-less ignition systems

   c. Exhaust gas analysers
      
      i. Troubleshoot engine performance problems using a gas analyser

   d. Emission systems
      
      i. Perform a visual inspection of emission control systems for completeness and approved parts
      
      ii. Perform a functional test of the exhaust gas recirculation system, ignition timing and check engine light
      
      iii. Perform an initial/after repair test following Bureau procedures
      
      iv. Interpret Vehicle Inspection Report (VIR)
      
      v. Diagnose and repair Smog Check inspection failures and driveability problems correctly
      
      vi. Perform complete smog check using a dynamometer
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of AUTEC 320.

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to Contact the instructor teaching the class.

3. **Requisite Skills**
   
   Before entering the course, the student will be able to:
   
   a. Describe the principles governing electricity and magnetism.
   
   b. Analyze simulated troubleshooting problems using electronic test equipment.

4. **Health and Safety Skills/Restrictions**
   
   Before entering the course, the student must demonstrate the following skill or condition:
   
   a. Apply safe working practices during lab exercises.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Related technical material will be presented through designated class lecture and lab demonstrations.

2. Guest speakers from the automotive industry will present technical seminars on specific automotive systems.

3. Student work performed in the laboratory will reinforce the lecture, demonstration, and seminar information.

4. Visual aids from automotive manufacturers and aftermarket suppliers will be used to clarify technical information.

5. Students will demonstrate mastery of each competency by the successful completion of a related lab project.

6. Students will be required to complete a written evaluation of data collected and compare the results with manufacturer specifications.

7. Given a component or a test vehicle, students will be required to follow a specific troubleshooting technique to locate a problem. Upon locating the problem, they will be required to repair or bring the unit within the parameters specified by the manufacturer.
E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   - Weekly reading assignments to prepare students for participation in class discussion.
   - Chapter homework consisting of written answers to review questions and ASE style multi-choice questions.
   - Laboratory reports on assigned tasks.

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*

   - Relate the cause and effect relationships between HC, CO and NOx.
   - Calibrate and operate exhaust gas analysers according to manufacturer's specifications.
   - Diagnose common engine malfunctions using appropriate test equipment.
   - Perform comprehensive vehicle emission tests, compare results to manufacturer's specifications and determine necessary course of action.

To test a positive back pressure EGR valve, Technician A applies vacuum to the valve when the engine is warm and idling. What is likely to happen with a good valve?

   - The engine speed will drop.
   - The engine speed will rise.
   - The engine speed will stay about the same.
   - There is no way to tell ahead of time.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


3. Other: Clean Air Car Course, Complete Student Set; Bureau of Automotive Repair, BAR Mail Room, Sacramento CA 95827

III. **DESIRED LEARNING**

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

   describe the rules and regulations necessary to become a clean air technician. Perform all operational tests according to manufacturers’ and C.A.R.B. specifications and record all data using a B.A.R. 90 machine.

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

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   [Continue with the rest of the document content]
a. Describe and apply the rules and regulations necessary to become a qualified clean air mechanic.

b. Identify the three major sources of automotive pollution and their effect on the environment.

c. Describe how hydrocarbons (HC), carbon monoxide (CO), and oxides of nitrogen (NOx) are formed.

d. Describe the principles governing electricity and magnetism.

e. Relate the effect of rich air/fuel mixture on fuel economy and emissions.

f. Identify and state the purpose of each component of fuel injection system.

2. Lab Learning Goals

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

a. Perform inspection and maintenance procedures for all emissions related components.

b. Demonstrate the ability to successfully complete an entire official Smog Check including the Visual Inspection, Emissions Measurement and all Functional Tests.

c. Demonstrate the ability to diagnose the cause of an emissions failure and complete all necessary adjustments to bring systems back to compliance.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Lab work is evaluated at each class meeting.

2. Written unit examinations include essay questions.

3. Worksheets are used to record data and compare with factory specifications.

4. Student performance is evaluated to ensure proper problem solving techniques.

5. Unit examinations that follow the Automotive Service Excellence (ASE) format and current B.A.R. procedures.

B. SUMMATIVE ASSESSMENT

1. Lab work.

2. Unit examinations that follow the Automotive Service Excellence (ASE) format and current B.A.R. procedures.
### FEE REPORT

AUTEC 373 Clean Air Car Course *Launched*  
**Periodic Review**

Gerald Wray

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How materials are related to the Student Learning Goals for the course:

Essential reference material used to assist student learning. All students must have access to the same information.

How the materials have continuing value outside the classroom:

Students can use the material for future reference.

Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:

Yes

Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):

Students do not have access to the material, which can only be supplied to training providers who are approved to offer this course. To maintain uniformity, all students must use the same reference materials.
Proposal Impact

AUTEC 373 Clean Air Car Course
**Periodic Review**
Gerald Wray

Courses

Cross Listed Courses

Programs
Modesto Junior College
CGR 395ABC Course Data Summary Report

CGR 395ABC - Communication Graphics Open Lab
1 - 3 Units

Action Type: New Course
Effective:
Primary Author: Alan Layne
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: I
Open Entry/Open Exit: No
Work Experience: No

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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:** CGR 211 and/or CGR 221 and/or CGR 224 and/or CGR 214 and/or CGR 223
Modesto Junior College
Course Outline of Record

CGR 395ABC

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

CGR 395 Communication Graphics Open Lab 1 - 3.00 Units
Provides access to Communication Graphics laboratory setting for advanced students for the purpose of continued skills development applicable to production processes in Design and Printing.
Prerequisite: Satisfactory completion of CGR 211 and/or CGR 221 and/or CGR 224 and/or CGR 214 and/or CGR 223.

Four maximum completions.
Field trips might be required. Units/Hours: 1.00 Units: Lab - 54.00 hours 2.00 Units: Lab - 108.00 hours 3.00 Units: Lab - 162.00 hours
Grading: A-F or P/NP - Student choice

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

   a. Graphic Design and Printing drills.
   b. Update of skills.
   c. Practice of skills.
   d. interpretation.
   e. Applications of Graphic Design and Printing.
   f. Design formulation.
   g. Problem-solving in both Graphic Design and Printing.

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
Satisfactory completion of CGR 211 and/or CGR 221 and/or CGR 224 and/or CGR 214 and/or CGR 223.

2. Requisite Skills
Before entering the course, the student will be able to:

   a. Presses and Bindery class
b. Skills to create files using InDesign software.

c. Skills to create graphics using Illustrator software.

d. Skills to use photoshop and digital image capture for layouts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. In lab demonstration
2. In lab practice
3. In lab trouble shooting
4. Projects from text
5. In lab lecture

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Lab only with reading that relates to the lab work.

   a. Read Manuals for Area selected for concentration (weekly)
   b. Read selected materials (weekly)
      i. Software texts and other online materials (weekly)
      ii. Tour facilities in Industry (per term)
iii. Drill on equipment (weekly)
iv. Drill on computers and software

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   Students have to solve lab problems to complete the projects agreed upon for the course.

   a. Print on the Flexographic press multi color work
      
      i. Focus on Ink Control
      
      ii. Focus on Feeding set up
      
      iii. Focus on Registration
      
      iv. Focus on speed and accuracy
      
      v. Focus on maintenance
   
   b. Print on the Lithographic press multi color work
      
      i. Focus on Ink Control
      
      ii. Focus on Feeding set up
      
      iii. Focus on Registration
      
      iv. Focus on speed and accuracy
      
      v. Focus on maintenance
   
   c. Design and work on the Printing Software programs
      
      i. Advanced Photoshop skills (practice)
      
      ii. Advanced Illustrator skills (practice)
      
      iii. Advanced InDesign skills (practice)
      
      iv. Advanced Acrobat skills (practice)
   
   d. Output to the Rip
      
      i. Trouble shooting software problems
      
      ii. Trouble shooting file formats
      
      iii. Trouble shooting font problems
      
      iv. Advanced skills using imposition
      
      v. Advance skills scanning and photo manipulation
F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

Student will have improved technical skills through practice leading to employment. Student will also have increased confidence on a wide variety of equipment or software and design. Some students will spend time learning a new skill agreed upon by the instructor using the computer lab.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

2. **Lab Learning Goals**

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

   a. In the Prepress area the student will be able to perform the selected area of concentration with more confidence, expertise and speed. Example: (scanning), (Photo shop), (Illustrator), (InDesign), etc.

   b. Run our equipment, Flexographic, Lithographic, or Bindery Equipment, with little or no assistance from the instructor or lab technician.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Student will complete agreed upon materials in the prepress or press areas.

2. Student will drill in the selected area of concentration.

3. Student will produce industry level of work.

B. **SUMMATIVE ASSESSMENT**

1. If the student is working in the press area they will be graded by industry standards on color, registration, and quantity, during a 3 or more hour time period.

2. Student working in the Prepress area will complete a project agreed upon with the instructor and staff member.
Proposal Impact

CGR 395 Communication Graphics Open Lab
**New Course**
Alan Layne

Courses

Cross Listed Courses

Programs
CHEM 113 - Organic Chemistry 2
Action Type: Periodic Review
Effective:
Primary Author: Mary Roslaniec
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 - B1, B3 Requested
- IGETC Category: IGETC - 5A Requested

Course Data Elements

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

Instructor Load

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Enrollment Restrictions & Advisories

Prerequisite: CHEM 112
Modesto Junior College
Course Outline of Record

CHEM 113

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

CHEM 113 Organic Chemistry 2  5 Units
CHEM 113 is the second semester in a year long sequence of an organic chemistry course for science majors. Topics to be covered include nomenclature, physical properties and reactions of aromatic compounds, aldehydes, ketones, carboxylic acids, carboxylic acid derivatives, amines and bio-organic compounds. Mechanisms to be addressed are electrophilic and nucleophilic aromatic substitution and nucleophilic acyl substitution and addition. Oxidation and reduction processes will be investigated more thoroughly. Course concludes with an introduction to biomolecules. Concepts from CHEM 112 will be reinforced. **Prerequisite:** Satisfactory completion of CHEM 112.

Field trips are not required. **Units/Hours:** 5.00 Units: Lecture - 54.00 hours Lab - 108.00 hours **Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC **General Education:** A. ) (CSU-GE: B1, B3 ) (IGETC: A*: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. **Required Content:**

   a. Benzene derivatives and other aromatic compounds
      i. nomenclature of benzene derivatives
      ii. aromaticity, Hückel's rule, molecular orbital description
      iii. chemical consequences of aromaticity
      iv. heterocyclic aromatic compounds

   b. Reactions of aromatic compounds
      i. electrophilic aromatic substitution
         a. mechanism
         b. dissubstitution, reactivity and orientation
      ii. Friedel-Crafts acylation and alkylation
      iii. nitration and sulfonation
      iv. halogenation
      v. synthesis of benzene derivatives
      vi. arenediazonium salts
vii. nucleophilic aromatic substitution reactions
viii. benzyne
ix. polycyclic aromatic hydrocarbons
x. syntheses of benzene derivatives
c. Physical and chemical properties of carboxylic acid derivatives
i. nomenclature of derivatives
   a. acyl halides
   b. acid anhydrides
   c. esters and carboxylic acids
   d. amides and imides
   e. nitriles
ii. nucleophilic acyl substitution
   a. hybridization of carbon and tetrahedral intermediate
   b. leaving group, pKa of conjugate acid and reactivity
iii. activation of carboxylic acids
iv. syntheses and carboxylic acid derivatives
d. Physical and chemical properties of aldehydes and ketones
i. nomenclature of aldehydes and ketones
ii. nucleophilic addition reactions
   a. Grignard reagents
   b. acetylide anions
   c. hydride anion
   d. cyanide anion
   e. amines, imines and Wolff-Kishner reduction
   f. water
   g. alcohols
iii. Esters and Grignard reagents
iv. Wittig reaction
v. stereochemistry
vi. syntheses using nucleophilic addition
vii. nucleophilic addition to alpha, beta-unsaturated aldehydes and ketones
viii. nucleophilic addition to alpha, beta-unsaturated carboxylic acid derivatives

e. Reactions at alpha and beta carbons of carboxylic acid derivatives and carbonyls

i. acidity

ii. keto-enol tautomerism

iii. reactions of enols and enolate anions

iv. halogenation

v. Hell-Volhard-Zelinski reaction

vi. Lithium diisopropylamide to form enolate anions

vii. alkylation

viii. enamines

ix. Michael addition (alkylation at the beta carbon)

x. aldol condensation followed by dehydration

xi. Claisen condensation

xii. Robinson annulation

xiii. decarboxylation of 3-oxocarboxylic acids

xiv. malonic ester and acetoacetic esters

xv. syntheses at the alpha and beta carbons

f. Oxidation-reduction reactions

i. oxidation of alcohols, aldehydes, ketones, alkenes

ii. oxidative cleavage of 1, 2 diols, alkenes and alkynes

iii. stereochemical implications of oxidation and reduction

g. Physical and chemical properties of amines

i. inversion

ii. basicity

iii. phase-transfer catalysis

iv. reactions and synthesis

v. nitrogen containing aromatic heterocycles

h. Basic structure and function of bioorganic compounds

i. carbohydrates

ii. proteins, enzymes
iii. lipids
iv. nucleic acids

2. **Required Lab Content:**

Typical laboratory experiments include but are not limited to:
1. dehydration of methylcyclohexanol
2. nitration of methylbenzoate
3. Friedel-Crafts alkylation of toluene
4. bromination of a benzylic carbon
5. dehydrohalogenation of (1-bromoethyl)-benzene
6. preparation of isopropylacetate through Fischer esterification
7. synthesis of triphenylmethanol using a Grignard reagent
8. preparation of vanillin acetate under acidic and basic conditions
9. benzylation of ergosterol
10. photooxidation of ergosterol benzoate
11. saponification
12. synthesis and comparison of several esters
13. Williamson ether synthesis
14. sigmatropic rearrangement

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of CHEM 112.

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Name various organic molecules using both common and IUPAC nomenclature rules.
   b. Determine the structure of an organic molecule when given its IUPAC name.
   c. Determine the type of reaction mechanism operating in a given chemical reaction.
   d. Propose reactants and reaction conditions necessary for the production of a particular product compound.
   e. Devise multi-step synthetic schemes that will allow the production of a particular product molecule of some given complexity.
   f. Correctly predict the spectrum resulting from the spectroscopic analysis of a given organic molecule or to use a given spectrum to extract structural information concerning an organic molecule of unknown structure.
   g. Apply the principles of stereochemistry to the structure and function of chiral molecules.
   h. Apply purification methods including: recrystallization, simple, fractional, vacuum and steam distillation.
   i. Synthesize or isolate organic compounds and determine their physical properties using instrumentation such as: gas chromatography, infrared spectrophotometry, Abbe refractometry, polarimetry or nuclear magnetic resonance spectroscopy.

C. **HOURS AND UNITS**
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Relevant material is presented through class lectures and lecture/laboratory demonstrations.
2. Students perform laboratory experiments that reinforce and expand upon concepts discussed in lecture.
3. Problem solving via assignments from both lecture and laboratory texts
4. Maintenance of a permanent, bound laboratory notebook which will include:
   a. a complete record of all experimental work performed and analysis of results obtained
   b. physical properties and toxicity data for all reactant and product compounds as found in appropriate reference texts

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Reading assignments from lecture text approximately 50 pages per week
   b. Chapter Review homework questions approximately 70 per week.
   c. Weekly preparation of laboratory notebook which will include:
      i. Physical properties and toxicity data for all reactant and product compounds as found in appropriate reference texts
      ii. A complete record of all experimental work performed, and analysis of results obtained

2. EVIDENCE OF CRITICAL THINKING

   *Assignments require the appropriate level of critical thinking*

   The student must demonstrate the ability to use the reactions covered in CHEM 113 to synthesize a given organic compound, isolate and purify the compound and supply structural proof the the procedure was successful.

   Sample exam question:

   Prepare the following compound from benzene. You may use any alkyl or acyl halide of four carbons or less and any necessary inorganic reagents. Describe the $^1$H nuclear magnetic spectrum of the product including proton assignments and splitting patterns.

F. TEXTS AND OTHER READINGS (TYPICAL)

4. Other: Student must purchase these items from MJC Bookstore:
III. DESIRED LEARNING

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

write the mechanism and predict the products of reactions of aromatic and carbonyl compounds, design a synthesis using these reactions and identify the structure and function of important biomolecules. Completion of the course should ensure the student is prepared for upper division chemistry and biochemistry courses.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. name aromatic compounds, carboxylic acid derivatives and carbonyl compounds (aldehydes and ketones) using both common and IUPAC nomenclature rules and determine the structure of these compounds when given the name.

   b. devise three to five step synthetic schemes that will allow the production of a particular product molecule of some given complexity.

   c. integrate and apply analytical skills learned in CHEM 112, specifically, nuclear magnetic resonance, ultraviolet, visible and infrared spectroscopy and mass spectrometry, to compounds and reactions covered in CHEM 113.

   d. write the mechanism and determine the products of electrophilic substitution reactions of benzene and substituted aromatic compounds.

   e. write the mechanism and determine the products of nucleophilic acyl substitution reactions of carboxylic acid derivatives.

   f. write the mechanism and determine the products of nucleophilic addition reactions of carbonyl compounds, i.e., aldehydes and ketones.

   g. write the mechanism and determine the products of reactions involving the carbon alpha to a carbonyl group.

   h. determine the product of an oxidation or reduction reaction as well as identify appropriate oxidizing or reducing reagents to achieve the desired product.

   i. describe the basic structure and function of heterocycles and biomolecules, in particular, carbohydrates, proteins, lipids and nucleic acids.

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to perform a variety of electrophilic aromatic substitution reactions, in particular, Friedel-Crafts alkylation, Friedel-Crafts acylation and nitration, on a substituted aromatic ring.

   b. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to perform an elimination reaction, for example, a
dehydration of an alcohol or dehydrohalogenation of an alkyl halide.

c. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to perform a radical reaction, in particular, bromination of a benzylic carbon using N-bromosuccinimide.

d. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to perform a Grignard addition to a carbonyl functional group.

e. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to perform a saponification reaction.

f. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, to synthesize a variety of esters through Fischer esterification.

g. apply laboratory techniques learned in CHEM 112, including but not limited to, extraction, re-crystallization, reflux, distillation, chromatography, mass spectrometry, ultraviolet, visible, infrared and nuclear magnetic spectroscopy, as well as knowledge gained regarding organic reactions learned in both CHEM 112 and 113, to design a three to five step synthesis of an organic compound.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Examinations and quizzes consisting of problem solving and short essay type questions

2. Instructor's evaluation of a laboratory notebook maintained by the student

3. Instructor's evaluation of yields and purity of compounds synthesized in the laboratory

B. SUMMATIVE ASSESSMENT

1. A comprehensive lecture final examination
Proposal Impact

CHEM 113 Organic Chemistry 2
**Periodic Review**
Mary Roslaniec

Courses

Cross Listed Courses

Programs

1. Physical Science A.S. Degree *New Program*
CHEM 150 - Exploring Our Chemical Environment

Action Type: Periodic Review

Effective:

Primary Author: Laura Maki

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 - B1 Requested
IGETC Category: IGETC - 5A Requested

Course Data Elements

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

Instructor Load

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I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**CHEM 150 Exploring Our Chemical Environment** 3 Units

Chemical perspective of environmental topics including acid rain and global warming. Basic chemical principles are developed in order to understand such items as conventional, nuclear, and alternative energy sources, air and water pollution, fertilizers, pesticides, food preservatives, genetic engineering, and medicines and drugs.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

**General Education:** A (CSU-GE: B1) (IGETC: A)

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Science And Technology
      
      i. Scientific Method
      
      ii. Classification of Matter
      
      iii. Measurements of Matter
      
      iv. Metric System

   b. The Nature of the Atom
      
      i. Law of Conservation of Mass
      
      ii. Law of Definite Proportions
      
      iii. Atomic Structure
      
      iv. The Periodic Table

   c. Chemical Bonds
      
      i. Ionic Bonds
      
      ii. Covalent Bonds
      
      iii. Lewis Structures
      
      iv. Molecular Shape

   d. Chemical Reactions
i. Chemical Equations
ii. Balancing Equations
iii. Avogadro’s Number and the Mole
iv. Mole and Volume Relationships
v. Oxidation-Reduction
vi. Gas Laws
vii. Solutions
e. Acids, Bases, and Salts
   i. Strong and Weak Acids
   ii. Strong and Weak Bases
   iii. pH Scale
f. Environmental (selected topics from)
   i. Energy Sources
   ii. Air and Water Pollution
   iii. Ozone and Global Warming
   iv. Acid Rain
   v. Nuclear Energy
   vi. Agricultural Chemistry and Genetic Engineering
   vii. Household Chemistry
   viii. Medicines and Drugs
g. Introduction to:
   i. Organic Chemistry
   ii. Biochemistry
   iii. Nuclear Chemistry
h. At Least 1 of the following topics:
   i. Nuclear Chemistry
      a. Alpha, Beta and Gamma Emissions
      b. Balancing Nuclear Equations
      c. Nuclear Fusion
      d. Nuclear Fission
ii. Polymers
   a. Addition Polymerization
   b. Condensation Polymerization
   c. Properties of Polymers
   d. Disposal and Recycling of Plastics

iii. Organic Chemistry
   a. Carbon Atom
   b. Saturated, Unsaturated and Aromatic Hydrocarbons
   c. Functional Groups

iv. Biochemistry
   a. Carbohydrates
   b. Lipids
   c. Proteins
   d. Enzymes
   e. DNA/RNA

B. HOURS AND UNITS

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<td>Disc</td>
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3 Units

C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Relevant material is presented through class lectures and demonstrations.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly reading assignments from lecture text.

   b. Chapter review homework and/or recommended problems.

   c. At least 2 Writing assignments covering environmental topics.
2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   1. How many protons are in 35-Chlorine?
   
   2. For the equation below, balance the reaction. Choose the correct number for the coefficient for each molecule.

   \[
   \underline{\text{____} \text{N}_2 + \underline{\text{____}} \text{H}_2 \rightarrow \underline{\text{____}} \text{NH}_3}
   \]

   3. The UV Index indicates the amount of UV radiation reaching Earth's surface at solar noon (1 P.M. daylight-savings time).

   a. The UV Index depends on the latitude, the day of the year, time of day, amount of ozone above the city, elevation, and the predicted cloud cover. How is the UV Index affected by each of these?
   
   b. The UV Index forecast is available compliments of a satellite launched by the National Oceanographic and Atmospheric Administration (NOAA). Account for the range of values that you see on today's map of the United States.
   
   c. Surfaces such as snow, sand, and water intensify your exposure to UV radiation, because they reflect it back at you. What outdoor activities might increase your risk from exposure?

---

E. **TEXTS AND OTHER READINGS (TYPICAL)**


---

III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   classify and quantify matter and the changes it undergoes during a chemical reaction. The student should apply chemical understanding and the scientific method to analyze chemically related issues in society.

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. apply the scientific method to evaluate marketing claims, popular beliefs, and chemically related issues in society.
      
      b. determine the number of protons, neutrons, and electrons in an atom or ion when given the atomic number, mass number, and charge. Also, the student shall determine the atomic number of an element using the periodic table. The student shall provide the elemental symbol given the name of a common element and shall provide the name of a common element given the elemental symbol.
      
      c. distinguish between an ionic bond and a covalent bond. The student shall identify correct Lewis structures of simple molecules and determine their molecular shape.
      
      d. balance chemical equations and shall determine the amount of product that will be produced
given the amount of starting material. The student shall calculate the number of moles of a compound in a given number of grams, or the number of grams of compound in a given number of moles.

e. describe the relationship of pressure, volume and temperature to gases. Identify acids and bases and determine acidity of solution based on pH.

f. apply chemical theories to environmental problems including: global warming and acid rain.

g. distinguish between elements, compounds, homogeneous mixtures, and heterogeneous mixtures. The student shall distinguish between chemical change and physical change.

h. Describe the types of radiation and be able to balance simple nuclear reactions. Define nuclear fission and fusion (selected topic).

i. describe polymers and how they are produced (addition or condensation). Identify properties of polymers and how they are identified for recycling (selected topic).

j. define organic chemistry and identify the families of organic compounds and their functional groups (selected topic).

k. identify classes of biochemical compounds: carbohydrates, lipids, proteins, nucleic acids (selected topic).

l. Apply chemical content to other environmental topics such as: energy sources, air and water pollution, household chemistry or medicinal chemistry.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Assigned homework and/or quizzes given throughout the semester.

2. Examination(s) given at regular interval(s) during the semester.

3. Writing that critically evaluates the impact of chemically related concerns in society.

B. SUMMATIVE ASSESSMENT

1. A comprehensive final exam.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Laura Maki
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: CHEM 150
COURSE TITLE: Exploring Our Chemical Environment
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>Web or Computer-based Activities</td>
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<td>Asynchronous Discussion</td>
<td>Written Assignments</td>
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<td>Viewing Text-based Materials</td>
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<td>Other Assigned Readings</td>
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<tr>
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<td>Viewing video/audio Materials</td>
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<td></td>
<td>Listening to audio-only materials</td>
</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
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</table>

COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Allowing students to participate in an asynchronous discussion allows for a more open discussion and will likely increase instructor-student interaction. The addition of Computer or Web-based activities allows for faculty to require mastery of certain skills. Instructors are able to observe the progress of the students and can modify lecture or office hour time according to student needs.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. Students are able to master material with web or computer-based activities. Lectures online provide students multiple attempts at viewing information. There is an increased interaction between student and instructor and student and other students with the use of discussion boards and chat rooms.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? No
Any portion of the lecture could be offered online.

### TYPE OF TEACHING MODALITIES

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<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
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### COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Any portion of the lecture could be offered online.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Allowing students to participate in an asynchronous discussion allows for a more open discussion and will likely increase instructor-student interaction. The addition of Computer or Web-based activities allows for faculty to require mastery of certain skills. Instructors are able to observe the progress of the students and can modify lecture or office hour time according to student needs.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. Lectures online provide students multiple attempts at viewing information. There is an increased interaction between student and instructor and student and other students with the use of discussion boards and chat rooms.

4. 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

CHEM 150 Exploring Our Chemical Environment
**Periodic Review**
Laura Maki

Courses

1. CHEM 164 *Active*
2. CHEM 164 *Launched*

Cross Listed Courses

Programs
**Modesto Junior College**

**CHEM 164 Course Data Summary Report**

**CHEM 164 - Introductory Chemistry Laboratory**

**Action Type:** Periodic Review

**Effective:**

**Primary Author:** Laura Maki

**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 - B3 Requested
- **IGETC Category:** IGETC - 5A Requested

---

**Course Data Elements**

- **Credit Type:** Requested
- **Credit Sub-Type:** Requested
- **TOP Code:** 1905.00  
  **SAM Code:**  
  **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?)

---

Curriculum Committee Agenda 235 March 31, 2009
Enrollment Restrictions & Advisories

Corequisite: CHEM 150
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**CHEM 164 Introductory Chemistry Laboratory** 2 Units

Introductory concepts and techniques used in a chemistry laboratory. Recommended for liberal studies and other non-science majors. Topics include: scientific method, measurements, physical and chemical changes, data analysis, molecular compounds, chemical reactions and energy. No credit will be given for students who have completed CHEM 143 or CHEM 101

**Corequisite:** Concurrent enrollment in or satisfactory completion of CHEM 150.

Field trips might be required. **Units/Hours:** 2.00 Units: Lecture - 18.00 hours Lab - 54.00 hours

**Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC

**General Education:** A. ) (CSU-GE: B3 ) (IGETC: A(lab )

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Scientific observations
      i. Scientific Method
      ii. Generating data

   b. Measurements
      i. Uncertainty
      ii. Significant figures
      iii. Accuracy and precision

   c. Properties and changes of matter
      i. Physical changes
      ii. Chemical changes
      iii. Physical states
         a. Gas
         b. Liquid
         c. Solid
d. Molecular compounds
   i. Structure
   ii. Properties
   iii. Polymers

e. Chemical reactions
   i. Identifying
   ii. Precipitation
   iii. Acid-base
   iv. Predicting outcomes

f. Energy
   i. Exothermic vs. Endothermic
   ii. Activation energy

2. Required Lab Content:

   a. Scientific observations
      i. Scientific Method
      ii. Generating data

   b. Measurements
      i. Uncertainty
      ii. Significant figures
      iii. Accuracy and precision

   c. Properties and changes of matter
      i. Physical changes
      ii. Chemical changes
      iii. Physical states

   d. Graphing and Analysis of Data
      i. Graphing data
      ii. Best Fit line

   e. Molecular compounds
i. Structure
ii. Properties
iii. Polymers

f. Chemical reactions
   i. Identifying
   ii. Precipitation
   iii. Acid-base
   iv. Predicting outcomes
      Exothermic vs. Endothermic

Typical Experiments include:

a. Chromatographic separation of a mixture
b. Absorbance, light, and color
c. Molecular models
d. Determining the mass of a gas
e. Behavior of gases
f. Acids and Bases
g. Types of chemical reactions
h. Polymers
   i. Titration of an unknown
   j. Vitamin C in juice
   k. Analysis of fats in food
   l. Analysis of sugar in beverages
m. Measurement of water hardness
n. Analysis of water purity
o. Solubility determination
p. Measurement of energy
q. Electricity in chemical reactions
r. Energy change in chemical reactions
s. Isolation of DNA
t. Isolation of protein in milk
u. Activity of enzymes
v. Qualitative analysis of an unknown

**B. ENROLLMENT RESTRICTIONS**

1. **Co-requisites**
   Concurrent enrollment in or Satisfactory completion of CHEM 150

2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Describe chemical systems using chemical terminology.
   b. Correlate chemical reactivity to the periodic table.
   c. Write chemical formulas.
   d. Apply chemical theories to environmental problems.
   e. Describe the distinguishing features of organic chemistry.
   f. Apply the scientific method to analyze chemically related issues in society.

**C. HOURS AND UNITS**

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<th>UNITS</th>
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**D. METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Relevant material is presented through class lectures and lecture/laboratory demonstrations.
2. Students perform laboratory experiments that reinforce and expand upon concepts discussed in lecture.

**E. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   a. Weekly pre-laboratory assignments to ensure that students are aware of experimental issues (including safety).
   b. Weekly laboratory reports that will include data analysis as well as problem solving techniques.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   Laboratory assignments:
   a. Determine the density of a metal cylinder by 1) Linear measurement method and 2) volume displacement method. Suggest reasons for the differences between the two density measurements.
b. Observe the two beakers below:
   1. acetophenone (solid and liquid)
   2. water and ice

   List observations for beaker 1 vs. 2. Record a significant question about the two beakers.
   Formulate a hypothesis or explanation to answer your question.

   Quiz/exam question:
   Define accuracy and precision. Given the experimental data below, calculate the average
deviation and percent deviation to determine which student is more accurate and which student
is more precise.
   
   Student 1          Student 2
   Trial 1  11.000  9.000
   Trial 2  10.999  10.000
   Trial 3  11.001  11.000
   Average
   Avg. Dev. % Dev.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

   identify, interpret and perform common chemistry laboratory techniques, apply the scientific method, and
   analyze data from laboratory experiments.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

   a. define the steps in and apply the scientific method in making sound conclusions regarding
      chemical reactions.

   b. identify chemical and physical changes and properties.

   c. apply several problem-solving techniques to arrive at appropriate answers from given
      information. Show steps in dimensional analysis.

   d. apply chemical theories to chemical problems in everyday situations.

   e. Determine number of significant figures in a measurement and use significant figures in
      calculations.

2. Lab Learning Goals

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

   a. measure liquids using a beaker, graduated cylinder, pipet, and buret and shall report these
      measurements with the correct number of significant figures for the type of equipment used.

   b. measure solids and liquids using a balance and report the measurements with the correct
      number of significant figures.
c. determine the density of solids and/or liquids.

d. collect and graph data, include a title for the graph, labels for each axis (including units), use correct scaling to show the data and use a ruler to draw the best-fit line.

e. determine the precision of a certain technique by repeating the collection of data, averaging the results, and calculating the average deviation of the measurements.

f. separate a mixture (and/or purify a compound) using separation techniques such as: filtration, extraction, evaporation, distillation, recrystallization, chromatography.

g. determine the pH of laboratory solutions and common household items using pH indicator paper and/or a pH meter. The student shall deduce whether each solution is acidic or basic from these measurements.

h. determine the concentration of a solution of unknown concentration using at least one of the following methods: density measurement, titration, spectrophotometric measurement of light absorbance.

i. determine the identity of an unknown compound by conducting physical measurements and chemical reactions and comparing them to those of known compounds.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Laboratory reports required after completion of each experiment.

2. Observation of laboratory technique and safety.

3. Assigned homework and/or quizzes given throughout the semester.

B. SUMMATIVE ASSESSMENT

1. Comprehensive Final Exam which may include laboratory techniques as well as written problems.
Proposal Impact

CHEM 164 Introductory Chemistry Laboratory
**Periodic Review**
Laura Maki

Courses

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status
CSU Transfer: Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 0934.00  SAM Code:  State Classification: I
Open Entry/Open Exit: No  Work Experience: Occupational

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. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

CMPET 232 Introduction to Programmable Logic Controllers 2 Units

*Also offered as:* ELTEC - 232: Introduction to Programmable Logic

*Formerly listed as:* CMPET - 232: Introduction to Programmable Logic

Introduction to the basic concepts of Programmable Logic Controllers. Installation, programming, maintaining, and trouble shooting of micro-sized programmable logic controller systems.

Field trips are not required. **Units/Hours:** 2.00 Units: Lecture - 18.00 hours Lab - 54.00 hours

**Grading:** A-F or P/NP - Student choice **Transfer:** CSU

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Hardware and components
   b. Number systems and codes
   c. Fundamentals of controller programming logic
   d. Programmable Logic Controller programming
   e. Wiring diagrams and ladder programs
   f. Programming timers and counters
   g. Program control instructions
   h. Data manipulation and math instructions
   i. Fault diagnosis and correction
   j. Transducer operation and signal conditioning
   k. Controller system design
   l. System installation, maintenance, and operation

2. **Required Lab Content:**

   a. Hardware and components
   b. Number systems and codes
   c. Programmable Logic Controller programming
d. Programming timers and counters  
e. Program control instructions  
f. Data manipulation and math instructions  
g. Fault diagnosis and correction  
h. Transducer operation and signal conditioning  
i. System installation, maintenance, and operation

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Classroom Lecture Presentations  
2. Introduction and review of relevant technical manuals  
3. Laboratory Demonstrations  
4. Guest Speakers  
5. Field Trips to Industry Sites  
6. Individual student assistance via instructor rotating from station to station during lab period

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS  
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly Chapter Reading Assignments  
   b. Assigned reading of technical manuals  
   c. Student out of class time reading, reviewing and preparing for lab assignments.

2. EVIDENCE OF CRITICAL THINKING  
   Assignments require the appropriate level of critical thinking

   Typical Exam Question:  
   1. Using time and counter instructions, write a program that will increment a counter every minute. After the counter reaches a value of 30 minutes, turn on Output 011. Input 102 will reset the counter.

   Typical Activity During Lab Work:  
   1. Each student is required to provide written responses to basic and comprehensive problems
associated with the course content
2. Each student is required to write, trouble shoot and test controller programs that demonstrate principles related to the course topics
3. Each student is required to provide a written assessment of the completed laboratory work and must interpret the results obtained
4. Students demonstrate mastery of topic by utilizing instrumentation to diagnose proper operation of completed laboratory exercises.

E. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

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

(1) to identify from schematics and properly use common PLC logic devices such as contacts, timers, (2) and counters write and demonstrate a simple PLC program to accomplish a given logic task.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Identify and describe the basic hardware for microsized Programmable Logic Controllers
b. Explain binary concepts and Boolean algebra used in Programmable Logic Controllers
c. Identify the basics of Programmable Logic Controller programming and be able to write Ladder Programs using both a hand-held programmer and a dedicated personal computer
d. Identify the use of and be able to apply programming timers, counters, control instructions, and sequencer instructions in developing a useful Programmable Logic Controller program
e. Describe the basic design and operation of transducers used in conjunction with Programmable Logic Controllers and be able to identify signal conditioning necessary for such transducers
f. Design and install a micro-sized Programmable Logic Controller system including input and output devices

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. Apply number systems and codes used in Programmable Logic Controllers
b. Demonstrate methods for proper installation and maintenance of Programmable Logic Controllers
c. Logically investigate and determine the location of faults in Programmable Logic Controllers and be able to identify signal conditioning necessary for such transducers
d. Design and install a micro-sized Programmable Logic Controller system including input and output devices
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Classroom programming and logic assignments
   2. Lab unit quizzes.
   3. Student quality of work and ability to work efficiently during labs.

B. SUMMATIVE ASSESSMENT
   1. Mid Term and Final Exams.
   2. Written documentation and evaluation of results during laboratory exercises.
Proposal Impact

CMPET 232 Introduction to Programmable Logic Controllers
**Periodic Review**
Pedro Mendez

Courses

1. CMPET 234 *Active*

Cross Listed Courses

1. ELTEC 232 Active

Programs

1. Computer Electronics A.S. Degree *New Program*
2. Computer Electronics A.A. Degree Major *New Program*
3. Computer Electronics A.A. Degree Major *New Program*
4. Electronics Technology-Computer Electronics Certificate of Achievement *New Program*
ELTEC 205 - Electronics Fabrication and Assembly Techniques

Action Type: Periodic Review

Effective:

Primary Author: James Howen

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

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Instructor Load

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Material Fees

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<tr>
<td>Soldering and parts kit</td>
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</table>

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

These are required for students to complete their final project, which they design and keep.

These items have continuing value because:

The student project is a device that can be used in the electronics field, hobbies, and in other classes. Examples include power supplies, short-circuit finders, guitar distortion units etc.

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?)

Cost savings, component uniformity and availability. There are no electronics suppliers in Modesto for students to
purchase from, and we buy in quantity.
I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ELTEC 205 Electronics Fabrication and Assembly Techniques**  
*Formerly listed as: ELTEC - 205: Electronics Fabrication and Assembly Tech*

Introduction to fabrication and assembly techniques used in the electronics industry. Soldering, circuit board repair, and component identification, manual and automated techniques used in circuit assembly and product manufacture are included.

**Materials Fee Required**

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 18.00 hours  Lab - 108.00 hours  
**Grading:** A-F or P/NP - Student choice  **Transfer:** CSU

II. **LEARNING CONTEXT**

*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:*

A. **COURSE CONTENT**

1. **Required Content:**

   a. Electronic Components and Symbols
   b. Soldering Materials and Techniques
   c. Electronic Circuit Repair and Rework
   d. Electronics Manufacturing Processes
   e. Drilling, Reaming and Punching
   f. Printed Circuit Board Design
   g. Surface Mount Technology
   h. Printed Circuit Hardware
   i. Printed Circuit Board Fabrication
   j. Chassis Hardware and Assembly
   k. Harness and Cable Fabrication
   l. Mass Soldering Methods
   m. Integrated Circuit Fabrication
   n. Electronic Packaging
   o. Automated Fabrication Techniques
   p. Design Factors in Electronic Products

2. **Required Lab Content:**

---

**Curriculum Committee Agenda**

*Division: Technical Education*  
*Meeting Date: Summer 2009*  
*EFFECTIVE: Summer 2009*  
*Printed on: 03/26/2009 05:37 PM*
B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Lab demonstrations
3. Course topic discussions
4. Presentations via media (DVD, Videos, etc)

D. ASSIGNMENTS (TYPICAL)

1. Evidence of Appropriate Workload for Course Units

Time spent on coursework in addition to hours of instruction (lecture hours)

Daily reading assignments from the text and handouts.

Daily homework problems and research from the text and handouts.
Research project on purchasing practices and sources.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   Assignments:
   
   1. Determine and describe the process that the manufacturer uses to put the "lead" in a wood pencil by observation only. (manufacturing)
   
   2. Empirically measure the temperature coefficient of five common electronic components as provided in lab.

   Exam Questions:
   
   1. List the three main types of flux discussed in class, and two characteristics of each:
   
   2. What is meant by the "plastic range" of solder?
   
   3. Describe the process of setting up a chassis-wiring harness board:

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   understand the process of fabricating electronic products. They should also be able to do basic component identification, circuit board design, assembly and soldering, and basic rework.

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

   1. **Required Learning Goals**
      
      Upon satisfactory completion of this course, the student will be able to:
      
      a. Identify and describe the components found in electronics circuits.
      
      b. Utilize the basic hand and power tools used in circuit board fabrication and soldering.
      
      c. Compare and contrast the different types of soldering processes, alloys, and fluxes.
      
      d. Explain the basic steps in the manufacture and assembly of printed circuit boards.

   2. **Lab Learning Goals**
      
      Upon satisfactory completion of the lab portion of this course, the student will be able to:
      
      a. Properly use a soldering iron to make good electrical connections on a variety of electronic components.
      
      b. Design and fabricate a printed circuit board starting from a schematic drawing of the circuit.
      
      c. Remove and replace electronic components on a printed circuit board without damaging the board.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Student participation in course topic and discussions
   3. Homework
   4. Weekly lab exercises

B. SUMMATIVE ASSESSMENT
   1. Mid Term
   2. Final
   3. Comprehensive lab projects
## FEE REPORT

ELTEC 205 Electronics Fabrication and Assembly Techniques *Launched*  
**Periodic Review**

James Howen

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**Total**: $30.00

### How materials are related to the Student Learning Goals for the course:

These are required for students to complete their final project, which they design and keep.

### How the materials have continuing value outside the classroom:

The student project is a device that can be used in the electronics field, hobbies, and in other classes. Examples include power supplies, short-circuit finders, guitar distortion units etc.

### Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district's actual cost:

Yes

### Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):

Cost savings, component uniformity and availability. There are no electronics suppliers in Modesto for students to purchase from, and we buy in quantity.
Proposal Impact

ELTEC 205 Electronics Fabrication and Assembly Techniques
**Periodic Review**
James Howen

Courses

Cross Listed Courses

Programs

1. Industrial Electronics Certificate of Achievement *New Program*
2. Industrial Electronics A.S. Degree *New Program*
ELTEC 208 Course Data Summary Report

ELTEC 208 - The World of Electricity and Electronics
Action Type: Course Revision Minor
Effective:
Primary Author: Pedro Mendez
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

3 Units

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
CSU-GE Category: CSU-GE - B1 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 0934.00  SAM Code:  State Classification:
Open Entry/Open Exit: No  Work Experience: No

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Material Fees

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

- Meter is required to make electrical measurements, and the component kit is required to set up student experiments.

These items have continuing value because:

- The meter is a quality instrument that can be used in most electrical fields of employment, and the components can be used for further experimentation or for project construction.

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?)
We purchase meters and other materials in bulk for far less than students can in single quantities, and some components are not available locally.

Enrollment Restrictions & Advisories

Recommended for success: MATH 20
Modesto Junior College
Course Outline of Record
ELTEC 208

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ELTEC 208  The World of Electricity and Electronics  3 Units
Also offered as: INTEC - 208: The World of Electricity & Electronics
Formerly listed as: ELTEC - 208: The World of Electricity and
An overview of electrical and electronic phenomena as applied to common consumer and
industrial devices. The course examines the physical nature and laws of electricity and
magnetism and the application of the scientific method. DC and AC circuits and their
characteristics are examined, predicted, and measured. Electronic test equipment and
voltage sources are utilized in the construction, troubleshooting and testing of electrical and
electronic circuits. The historical development and the socioeconomic aspects of the
"electronic age" are also examined. **This course is approved by the State of California for
the Department of Apprenticeship Standards (DAS) Electricians Training Program.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily
complete MATH 20 with a minimum grade of C or better
Materials Fee Required
Field trips are not required. Units/Hours: 3.00 Units: Lecture - 36.00 hours  Lab - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU
General Education: A. ) (CSU-GE: B1 )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:
   A. The structure of matter
   B. The nature of electricity; electrostatics
   C. Numbers, conversions and units of measure
   D. Energy and power
   E. Voltage, current, and resistance
   F. Physical laws in electrical circuits
   G. Application of the scientific method
   H. Electrical measurements
   I. Circuits: series, parallel, and series-parallel
   J. Inductors and capacitors
   K. Magnetism, magnetic circuits and devices
   L. Alternating currents and waveforms
   M. Transformers
   N. Semiconductor materials
   O. Diodes
   P. Transistors
   Q. Integrated circuits

2. Required Lab Content:
   1. Circuit construction from a schematic diagram.
   2. Circuits: series, parallel, and series-parallel
   3. Voltage, current, and resistance, and power.
5. Physical laws in electrical circuits
6. Alternating currents and waveforms.
7. Oscilloscope measurements.
9. Inductance and capacitance.
10. Transformers.
11. Diodes.
12. Transistors.
13. Integrated circuits.

B. **ENROLLMENT RESTRICTIONS**

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 20 with a minimum grade of C or better

C. **HOURS AND UNITS**

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</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Lab Demonstration
3. Guest Speakers
4. Multi-media (DVD, Videos, Power Point, simulations, etc)
5. Lab Exercises

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Weekly Assignments to include the following:

   - Textbook reading consisting of typically one chapter plus handouts as assigned.
   - Design projects that are completed outside of class to be built and tested in a lab.
   - Homework questions on the assigned reading.
   - Preparation for laboratory activities related to the current topic.
   - Other assignments including problem sets, computer based instruction, computer based simulated labs, and computer and/or online videos.
2. **EVIDENCE OF CRITICAL THINKING**

*Assignments require the appropriate level of critical thinking*

Examples of assignments that assist students in developing critical thinking include:

- Based upon the provided schematic diagram and/or other instructions, construct a properly functioning circuit.
- Based upon the provided schematic diagram, classify an electrical circuit as series, parallel, or series-parallel.
- Given a functional circuit and a multimeter, correctly measure the resistance of, voltage across, or current flowing through designated components.
- Given a source of unknown sinusoidal alternating current and oscilloscope, correctly measure the peak-to-peak amplitude and then convert this to peak, average, root-mean-squared (RMS) values.
- Given a source of unknown alternating current and an oscilloscope, correctly measure the period and convert it to a frequency.
- Based upon the provided schematic diagram, identify common schematic diagram symbols.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

5. **Manual**: James S. Howen. *Basic Electricity Lab Manual (1e)*. Modesto, California

III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

describe common electrical and electronic phenomena as applied to consumer and industrial devices. Correctly use a multimeter and oscilloscope to perform electrical measurements. Apply formulas and laws to predict the behavior of basic electrical circuits. Finally, identify and avoid safety hazards where electricity is present.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

a. Describe the basic principles of electrostatics, the nature of electricity, and the basic structure of matter.

b. Identify and describe resistive properties of materials to the operation of common electrical and electronic devices.

c. Use common electrical and electronic instruments: digital multimeter, voltage sources, signal
generator and oscilloscope.

d. Identify the concepts of energy and power and their application to electrical and electronic devices.

e. Use Ohm's law, Kirchoff's law, voltage divider theorem, and the Power law to calculate and predict operating characteristics of components in electrical circuits.

f. Describe and measure AC voltage parameters such as peak, peak-to-peak, RMS, and average values.

g. Calculate and measure electrical circuit properties such as voltage, current, resistance, power dissipation, capacitance, and inductance in AC and DC circuits.

h. Describe the concept of impedance and the influence of resistance and reactance on the operation of AC circuits.

i. Differentiate between power, apparent power, and reactive power in AC circuits and be able to compute the power factor.

j. Identify and describe the general purposes of transformers, and measure their characteristics.

k. Identify and describe the various generator and motor types and the principles upon which they are based.

l. Identify and measure the electrical properties and operating characteristics of diodes and transistors.

m. Identify common integrated circuit components.

n. Identify the controls of an oscilloscope and describe their proper use.

2. Lab Learning Goals

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

   a. Construct a series, parallel, or series-parallel circuit from a schematic diagram.

   b. Use common electronic instruments such as a digital multimeter, voltage sources, signal generator, and oscilloscope to verify proper circuit operation and to measure circuit characteristics such as voltage, current, resistance, period, capacitance, inductance and frequency.

   c. Analyze a series, parallel, or series-parallel circuit using Ohm's law and power formulas to find unknown voltages, currents, resistances, and power dissipation.

   d. Troubleshoot a series, parallel or series-parallel circuit with short or open faults.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Classroom Topic Discussions

   2. Homework

   3. Lab Assignments

   4. Quizzes

B. SUMMATIVE ASSESSMENT

Division: Technical Education

Printed on: 03/26/2009 05:34 PM
1. Complex Lab Project/Assignments

2. Mid Term and Final Exams
## FEE REPORT

**ELTEC 208 The World of Electricity and Electronics *Launched***

**Course Revision Minor**

Pedro Mendez

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### How materials are related to the Student Learning Goals for the course:

Meter is required to make electrical measurements, and the component kit is required to set up student experiments.

### How the materials have continuing value outside the classroom:

The meter is a quality instrument that can be used in most electrical fields of employment, and the components can be used for further experimentation or for project construction.

### Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:

Yes

### Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):

We purchase meters and other materials in bulk for far less than students can in single quantities, and some components are not available locally.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Pedro Mendez

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ELTEC 208

COURSE TITLE: The World of Electricity and Electronics

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></td>
<td>Quizzes, Self-test and Exams</td>
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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. The instructor will be available through email and chat modes.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The students will be able access the course information in text and audio/video formats. The students will able demonstrate learning through quizzes and hands-on laboratory activities.

3. 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

ELTEC 208 The World of Electricity and Electronics
**Course Revision Minor**
Pedro Mendez

Courses

1. ELTEC 221 *Active*
2. ELTEC 226 *Active*
3. ELTEC 229 *Pending*
4. ELTEC 229 *Active*
5. INTEC 221 *Active*
6. INTEC 226 *Active*

Cross Listed Courses

1. INTEC 208 Active

Programs

1. Computer Electronics A.A. Degree Major *New Program*
2. Computer Electronics A.S. Degree *New Program*
3. Computer Electronics A.A. Degree Major *New Program*
4. Computer Network Technician null *New Program*
5. Electronics Technology-Computer Electronics Certificate of Achievement *New Program*
6. Industrial Electronics Certificate of Achievement *New Program*
7. Industrial Electronics A.S. Degree *New Program*
8. Printing Maintenance null *New Program*
ELTEC 212 Course Data Summary Report

ELTEC 212 - Digital Principles and Circuits
Action Type: Periodic Review
Effective:
Primary Author: James Howen
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: State Classification: I
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 components and prototyping board are needed for all lab work, and can be taken home and configured for study outside of the classroom. All components are useful for other future classes including ELTEC 214 and independent learning activities.

These items have continuing value because:

All components are useful for other future classes including ELTEC 214 and independent learning activities and hobby use.

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?)

There are no local suppliers of these components, and we get much better pricing buying in bulk with educational discounts.

Enrollment Restrictions & Advisories

**Recommended for success**: MATH 70
Modesto Junior College  
Course Outline of Record  
ELTEC 212

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**ELTEC 212  Digital Principles and Circuits**  
3 Units

*Also offered as*: CMPET - 212: Digital Principles and Circuits
Introduction to digital circuits. Use and application of digital components in electronic devices controls and computers. Study of number systems, basic logic gates, counters, shift registers, A/D and D/A interfaces, and memories. Special emphasis on interfacing digital circuits to real-world input and output devices. Introduction to programmable logic devices. Prepares students for microprocessors and PLCs. This course is approved by the State of California for the DAS Electricians Apprenticeship program.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 70 with a minimum grade of C or better or concurrent enrollment

**Materials Fee Required**
Field trips are not required. **Units/Hours:** 3.33 Units: Lecture - 36.00 hours  Lab - 71.82 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   The content listed below is presented in a fashion that provides the student with a basic understanding of digital circuits. Analytical and laboratory skills will be developed using individual digital components and multi-digital IC circuits. Emphasis will be placed on how the topics relate to common consumer and industrial devices. An equal amount of class time is devoted to each topic listed below.

   A. Number Systems: Binary, BCD, and Hexadecimal  
   B. Basic logic gates  
   C. Combinational logic circuits  
   D. Boolean algebra and Karnaugh maps  
   E. Input devices and encoders  
   F. Input devices and decoders  
   G. RS, JK, and D flip-flops  
   H. Multiplexers and decoders  
   I. Counters  
   J. Shift registers  
   K. Memories  
   L. A/D and D/A converters

2. **Required Lab Content:**

   a. Number Systems  
   b. Logic Gates: AND/OR  
   c. Logic Gates: Inverter, Nand/Nor
d. Logic Gates: XOR/XNOR, NAND as a Universal gate

e. Convert Gates with Inverters

f. Design Logic Circuits

g. Karnaugh Maps

h. Simulations, Data Selectors

i. Interfacing TTL/CMOS, Motors, Relays

j. Optoisolators, Special Coding

k. 7-Segment LED/LCD

l. VF Displays, Midterm review

m. R-S & D Flip-Flops

n. J-K Flip-Flops, 4-Bit Latch, Schmitt Trigger

o. Ripple, Mod-10, Down Counters

p. Synchronous Counters

q. Cascading Counters

r. Freq. Division

s. Real-world Counters

t. Serial/Parallel Load Shift Registers

u. Universal Shift Registers

v. Memories

w. D/A Converter

x. Digital Troubleshooting

B. ENROLLMENT RESTRICTIONS

1. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 70 with a minimum grade of C or better or concurrent enrollment

C. **HOURS AND UNITS**

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3 Units
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Laboratory demonstrations
3. Course topic discussions
4. Presentations via media (DVD, Videos, etc)

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

- Daily reading assignments from the text and handouts.
- Weekly homework problems and research from the text and handouts.
- Design projects that are completed outside of class to be built and tested in lab.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

Assignments:

1. Determine a counter circuit that starts at "53" and counts down to "21", then stops.
2. What is the fanout of a standard TTL gate driving 4000 series CMOS gates?

Exam Questions:

1. Using the following circuit, connect it to make a mod-10 ripple up-counter:
2. Which type of memory would be best for storing an operating system in a high-volume application where the user must not be allowed to change anything?

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

- design, construct, troubleshoot, and evaluate digital circuits and basic components. They should also be able to properly interface digital circuits to electromechanical and optical devices.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.
1. **Required Learning Goals**  
   Upon satisfactory completion of this course, the student will be able to:
   
a. Manipulate and convert numbers in binary, BCD, and hexadecimal.
   
b. Correctly identify the eight basic gates used in combinational logic circuits.
   
c. Interface the two most common families of digital IC’s and describe their basic advantages and disadvantages.
   
d. Properly construct output display circuits for TTL and CMOS IC’s using appropriate encoders.
   
e. Construct and analyze the operation of simple A/D and D/A converters.

2. **Lab Learning Goals**  
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
   
a. Properly construct a digital circuit from a written schematic.
   
b. Successfully troubleshoot digital circuits with faults.
   
c. Design simple digital circuits from written descriptions, truth tables, or Boolean logic expressions.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
   
1. Quizzes
   
2. Student participation in course topic discussions
   
3. Homework
   
4. Weekly Lab Exercises

B. **SUMMATIVE ASSESSMENT**
   
1. Mid Term
   
2. Final
   
3. Comprehensive lab projects
## FEE REPORT

ELTEC 212 Digital Principles and Circuits *Launched*
**Periodic Review**
James Howen

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### How materials are related to the Student Learning Goals for the course:
These components and prototyping board are needed for all lab work, and can be taken home and configured for study outside of the classroom. All components are useful for other future classes including ELTEC 214 and independent learning activities.

### How the materials have continuing value outside the classroom:
All components are useful for other future classes including ELTEC 214 and independent learning activities and hobby use.

### Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:
Yes

### Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):
There are no local suppliers of these components, and we get much better pricing buying in bulk with educational discounts.
Proposal Impact

ELTEC 212 Digital Principles and Circuits
**Periodic Review**
James Howen

Courses

1. ELTEC 214 *Active*

Cross Listed Courses

1. CMPET 212 Active

Programs

1. Industrial Electronics Certificate of Achievement *New Program*
2. Industrial Electronics A.S. Degree *New Program*
ELTEC 214 - Microprocessor Programming and Interfacing

Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested

Course Data Elements

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Open Entry/Open Exit: No  Work Experience: No

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

Student receives a microcontroller "homework board" which allows them to work on and program the lab and final projects in and outside of the classroom.

These items have continuing value because:

This unit can be used in any number of practical control or hobby applications.

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?)

These are not available locally, and we save cost by buying in quantity.
Enrollment Restrictions & Advisories

Advisory:
Modesto Junior College
Course Outline of Record
ELTEC 214

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ELTEC 214 Microprocessor Programming and Interfacing 4 Units
Also offered as: CMPET - 214: Microprocessor Programming and
Formerly listed as: ELTEC - 214: Microprocessor Programming and
Introduction to the structure and operation of microprocessors as controllers for today's
electronic devices and systems. Basic microprocessor hardware including memories,
registers, counters, input/output ports, decoders, and arithmetic logic using the popular PIC
RISC microcontroller. Emphasis on interfacing to electronic hardware.
Advisory: Before enrolling in this course, students are strongly advised to Successfully
complete ELTEC/CMPET 212 Digital Electronics
Materials Fee Required
Field trips are not required. Units/Hours: 4.00 Units: Lecture - 36.00 hours Lab - 108.00 hours
Grading: A-F Only Transfer: CSU

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:
   a. Microprocessor architecture
   b. BASIC program instructions
   c. Interfacing techniques
   d. Interrupts and polling
   e. Making uP systems reliable
   f. Flowcharting
   g. Practical microprocessor applications
   h. Analog/Digital and Digital/Analog converters

2. Required Lab Content:
   a. Introduction to microcontrollers
   b. Input and output operations
   c. Interfacing LEDs
   d. Interfacing switches and sensors
   e. Interfacing motors
f. Making sounds

 g. Interfacing potentiometers

 h. Robotic navigation

 i. Interfacing infrared sensors

 j. Final project (student design)

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to successfully complete ELTEC/CMPET 212 Digital Electronics

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture

2. Lab demonstrations

3. Course topic discussions

4. Presentations via media (DVD, Videos, etc)

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

- Daily reading assignments from the text and handouts.
- Weekly homework problems and research from the text and handouts.
- Design projects that are completed in and outside of class to be demonstrated and tested in lab.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

Assignments:

1. Design an operational traffic light system with two different street directions, 30 seconds of "on" time for the green lights and 5 seconds for the yellow lights.

2. What is the purpose of the "pulsout" instruction?

Exam Questions:

1. Which instructions would you use to: Do a set of instructions 213 times?
2. Which microprocessor architecture uses two sets of address and data buses?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. **DESIRED LEARNING**

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

   effectively program and interface microprocessors and microcontrollers to other digital circuits, memories, peripherals, and components.

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

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*
   
   a. Identify and describe the basic architecture of a microprocessor.
   b. Design and construct hardware circuits that interface to microcontrollers.
   c. Generate and debug programs utilizing the specific instruction set of the microprocessor being employed.
   d. Interface electromechanical sensors and devices to microprocessors.
   e. Solve practical application problems using microprocessor hardware and software.
   f. Design, build, debug, and demonstrate proper operation of an entire microprocessor-based product.

2. **Lab Learning Goals**
   *Upon satisfactory completion of the lab portion of this course, the student will be able to:*
   
   a. Design and construct hardware circuits that interface to microcontrollers.
   b. Generate and debug programs utilizing the specific instruction set of the microprocessor being employed.
   c. Interface electromechanical sensors and devices to microprocessors.
   d. Solve practical application problems using microprocessor hardware and software.
   e. Design, build, debug, and demonstrate proper operation of an entire microprocessor-based product.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**
   1. Quizzes
2. Student participation in course topic discussions
3. Homework
4. Weekly Lab Exercises

B. SUMMATIVE ASSESSMENT
1. Mid Term Exam
2. Final Exam
3. Comprehensive lab projects
**Periodic Review**

James Howen

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**Total** $34.00

How materials are related to the Student Learning Goals for the course:

Student receives a microcontroller "homework board" which allows them to work on and program the lab and final projects in and outside of the classroom.

How the materials have continuing value outside the classroom:

This unit can be used in any number of practical control or hobby applications.

Is the amount of material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Goals for the course AND provided at the district’s actual cost:

Yes

Explanation why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?):

These are not available locally, and we save cost by buying in quantity.
Proposal Impact

ELTEC 214 Microprocessor Programming and Interfacing
**Periodic Review**
James Howen

Courses

Cross Listed Courses

1. CMPET 214 Active

Programs

1. Industrial Electronics Certificate of Achievement *New Program*
2. Industrial Electronics A.S. Degree *New Program*
ELTEC 221 - Instrumentation Devices and Systems

3 Units

Action Type: Periodic Review

Effective:

Primary Author: James Howen

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: State Classification: I

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

Curriculum Committee Agenda 297 March 31, 2009
Prerequisite: ELTEC 208
I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**ELTEC 221 Instrumentation Devices and Systems** 3 Units

*Also offered as:* INTEC - 221: Instrumentation Devices and Systems  
*Formerly listed as:* ELTEC - 221: Instrumentation Devices and Systems  
An introduction to industrial instrumentation devices and systems. The principles and operation of mechanical and electrical transducers. Analysis of industrial instrumentation and control systems. This course is approved by the State of California for the DAS Electricians Training program.  
**Prerequisite:** Satisfactory completion of ELTEC 208.  
Field trips are not required.  
**Units/Hours:** 3.00 Units: Lecture - 18.00 hours Lab - 108.00 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. The content listed below is presented in a fashion that provides the student with both theoretical and practical skills using instrumentation and instrumentation systems. An equal amount of class time is devoted to each topic listed below.

   A. Introduction to Controls  
   B. Instruments, Meters  
   C. Meter Measurements  
   D. Actuators  
   E. Voltage dividers  
   F. Op Amps  
   G. Comparators, DC bridge circuits  
   H. Force, Strain  
   I. Temperature Measurement  
   J. Thermocouples, Thermistors, RTDs  
   K. Pressure  
   L. Proximity Sensors  
   N. Flow Meters  
   O. Level Sensing  
   P. Current loops  
   Q. Controller operation  
   R. PID Control, Loop Tuning

2. **Required Lab Content:**

   a. Introduction to Controls  
   Instruments, Meters  
   Meter Measurements  
   Actuators  
   Voltage dividers  
   Op Amps  
   Comparators, DC bridge circuits  
   Force, Strain  
   Temperature Measurement  
   Thermocouples, Thermistors, RTDs  
   Pressure
B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ELTEC 208.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Identify and use common electrical and electronic instruments; digital multimeter, voltage sources, oscilloscope.

b. Describe and measure the characteristics of direct current circuits.

c. Describe the characteristics of series and parallel circuits and properly use Ohm's Law, Kirchoff's Laws, and the formulas for calculating equivalent resistance in series and parallel circuits.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Related material will be presented by means of class lecture, lecture/demonstrations, and laboratory experiments.

2. Special multiple-week lab analysis and measurement project with formal report is assigned.

3. Instructor creates laboratory exercises and demonstrations using sensors, controls, electronic components and test instrumentation that provide hands-on familiarity with course topics.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

- Daily reading assignments from the text and handouts provided.
- Daily homework problems and research from the handouts.
- One formal report on the flow apparatus in the lab per semester.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

Assignments:
1. List the nine parts of a closed-loop control system.

2. What type (mode) of photoelectric sensor would work best counting boxes at a distance of 50 feet?

Exam Questions:

1. List the six major types of photoelectric sensors.

2. Which temperature sensor creates a tiny voltage in proportion to temperature?

F. TEXTS AND OTHER READINGS (TYPICAL)


2. Other: OMEGA ENGINEERING HANDBOOKS

3. Other: Handouts as necessary

III. DESIRED LEARNING

A. COURSE GOAL

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

properly identify, select, install, and operate industrial instrumentation and sensors. Students should also be prepared to set up and adjust simple control systems for industrial automation installations.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Identify and explain the basic parts of open and closed loop control systems.

b. Explain the operation of a voltage divider circuit.

c. Identify individual transducers in the following areas, and explain their unique characteristics:
   1. Proximity
   2. Temperature
   3. Strain
   4. Level
   5. Pressure
   6. Fluid flow
   7. Photoelectric

d. Calculate the gain of typical operational amplifier circuits including inverting, non-inverting, and buffer amps.

e. Identify and select proper transducers and/or sensors for a particular situation using manufacturers transducer specifications.

f. Explain the characteristics of the most common standard instrumentation signals.

g. Given a typical industrial system, be able to specify and select appropriate transducers, signal transmission techniques, and signal conditioning requirements for the system.

2. Lab Learning Goals

Upon satisfactory completion of the lab portion of this course, the student will be able to:
a. Identify and construct basic open and closed loop control systems.

b. Construct and measure electrical characteristics of a voltage divider circuit.

c. Identify, connect, and operate sensors of the following types:
   Proximity, Temperature, Wheatstone bridge-based sensors, Level, Pressure, Fluid flowmeters, Photoelectric detectors.

d. Given a specific industrial system in the lab, be able to specify and select appropriate transducers and signal transmission techniques for the system.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Quizzes
   2. Student participation in course topic discussions
   3. Homework
   4. Weekly Lab Exercises

B. SUMMATIVE ASSESSMENT
   1. Mid Term
   2. Final
   3. Comprehensive lab projects
Proposal Impact

ELTEC 221 Instrumentation Devices and Systems
**Periodic Review**
James Howen

Courses

Cross Listed Courses

1. INTEC 221 Active

Programs

1. Computer Electronics A.S. Degree *New Program*
2. Electronics Technology-Computer Electronics Certificate of Achievement *New Program*
3. Industrial Electronics Certificate of Achievement *New Program*
4. Industrial Electronics A.S. Degree *New Program*
ELTEC 232 - Introduction to Programmable Logic Controllers

Action Type: Periodic Review

Effective:

Primary Author: Pedro Mendez

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: 0934.00
SAM Code:
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?)
I. OVERVIEW

The following information will appear in the 2010 - 2011 catalog

ELTEC 232 Introduction to Programmable Logic Controllers 2 Units

Also offered as: CMPET - 232: Introduction to Programmable Logic
Formerly listed as: ELTEC - 232: Introduction to Programmable Logic

Introduction to the basic concepts of Programmable Logic Controllers. Installation, programming, maintaining, and trouble shooting of micro-sized programmable logic controller systems. **This course is approved by the state of California for the DAS Electrician Trainee Program.

Field trips are not required. Units/Hours: 2.00 Units: Lecture - 18.00 hours Lab - 54.00 hours Grading: A-F or P/NP - Student choice Transfer: CSU

II. LEARNING CONTEXT

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:

A. COURSE CONTENT

1. Required Content:

The Content listed below is presented in a fashion that provides an equal amount of classtime to each topic. Lectures on these topics provide student's with the foundation to perform hands-on laboratories through out the term.

   a. Hardware and components
   b. Number systems and codes
   c. Fundamentals of controller programming logic
   d. Programmable Logic Controller programming
   e. Wiring diagrams and ladder programs
   f. Programming timers and counters
   g. Program control instructions
   h. Data manipulation and math instructions
   i. Fault diagnosis and correction
   j. Transducer operation and signal conditioning
   k. Controller system design
   l. System installation, maintenance, and operation

2. Required Lab Content:

The Content listed below is presented in a fashion that correlates with lecture to provide students
with hands-on laboratory skills in the operation and use of Programmable Logic Controllers.

a. Hardware and components
b. Number systems and codes
c. Programmable Logic Controller programming
d. Programming timers and counters
e. Program control instructions
f. Data manipulation and math instructions
g. Fault diagnosis and correction
h. Transducer operation and signal conditioning
i. System installation, maintenance, and operation

B. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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C. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Related material will be presented by means of class lecture and laboratory demonstrations
2. Additional studies will be required from technical manuals specific to course topics
3. Laboratory exercises using controller components and test instrumentation that provides hands-on familiarity with course topics
4. Students demonstrate mastery of topic by utilizing instrumentation to diagnose proper operation of completed laboratory exercises.
5. Each student is required to provide written responses to basic and comprehensive problems associated with the course content
6. Each student is required to write, trouble shoot and test controller programs that demonstrate principles related to the course topics
7. Each student is required to provide a written assessment of the completed laboratory work and must interpret the results obtained
8. Each student is required to integrate the course principles in a comprehensive manner that demonstrates mastery of the subject material

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Weekly Chapter Reading Assignments
b. Assigned reading of technical manuals

c. Student reading, review and preparation for lab assignments

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   1. Using Timer and Counter Instructions, write a program that will increment a Counter every minute. After the Counter reaches a value of 30 minutes, turn on Output 011. Input 102 will reset the Counter.

   2. Address 868 is a first scan bit. Once the PLC is powered up, how many false to true transitions of Input 101 will occur before the Status bit 901 will be true (on)?

   3. Input 103 is momentarily pressed. Next, Input 101 has 3 false to true transitions and finally Input 102 has 4 false to true transitions. What is the accumulated value of Counter 901?

   4. Describe when Counter 901 Status bit will be true (on).

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   1. to identify from schematics and properly use common PLC logic devices such as contacts, timers, (2) and counters write and demonstrate a simple PLC program to accomplish a given logic task.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. Identify and describe the basic hardware for microsized Programmable Logic Controllers

   b. Explain binary concepts and Boolean algebra used in Programmable Logic Controllers

   c. Identify the basics of Programmable Logic Controller programming and be able to write Ladder Programs using both a hand-held programmer and a dedicated personal computer

   d. Identify the use of and be able to apply programming timers, counters, control instructions, and sequencer instructions in developing a useful Programmable Logic Controller program

   e. Describe the basic design and operation of transducers used in conjunction with Programmable Logic Controllers and be able to identify signal conditioning necessary for such transducers

   f. Design and install a micro-sized Programmable Logic Controller system including input and output devices

2. **Lab Learning Goals**

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

   a. Design and install a micro-sized Programmable Logic Controller system including input and output devices
b. Demonstrate methods for proper installation and maintenance of Programmable Logic Controllers

c. Logically investigate and determine the location of faults in Programmable Logic Controllers and be able to identify signal conditioning necessary for such transducers

d. Apply number systems and codes used in Programmable Logic Controllers

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Classroom programming and logic assignments
   2. Student quality of work and ability to work efficiently during labs.
   3. Lab unit quizzes

B. SUMMATIVE ASSESSMENT
   1. Mid Term and Final Exams
   2. Written documentation and evaluation of results during laboratory exercises.
Proposal Impact

ELTEC 232 Introduction to Programmable Logic Controllers
**Periodic Review**
Pedro Mendez

Courses

1. ELTEC 234 *Active*

Cross Listed Courses

1. CMPET 232 Active

Programs

1. Industrial Electronics A.S. Degree *New Program*
2. Industrial Electronics Certificate of Achievement *New Program*
3. Industrial Technology - Electrician Certificate of Achievement *New Program*
4. Maintenance Electrician Certificate of Achievement *New Program*
5. Maintenance Electrician A.A. Degree Major *New Program*
ELTEC 265 - Troubleshooting Techniques

Action Type: Periodic Review
Effective:
Primary Author: James Howen
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: 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?)
I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ELTEC 265 Troubleshooting Techniques**  
1 Unit

Fast and efficient troubleshooting methods are presented and practiced. Covers single-solution problems commonly found in industrial equipment and processes, business, medicine, and everyday life. Prepares students to actively troubleshoot problems in personal and professional life. Multiple-solution problem-solving, brainstorming, and "out of the box" thinking methods also presented and practiced. This course is approved by the State of California for the DAS Electricians Training program.

Field trips are not required. **Units/Hours:** 1.00 Units: Lecture - 18.00 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**

   The content listed below is presented in a fashion that provides the student with a common approach and techniques to reaching root causes of problems. Analytical skills will be developed for single and multi-solution problems. Emphasis will be placed on how the topics relate to common individual and industrial processes. An equal amount of class time is devoted to each topic listed below.

   A. The nature of problems having only one or multiple possible solutions  
   B. Establishing troubleshooting lists and procedures for solving problems  
   C. Eliminating the maximum number of possible causes in the shortest possible time  
   D. Looking beyond the immediate fix for a problem and locate the problem's root cause  
   E. Problem-solving methods to find effective answers to problems with many possible solutions  
   F. Evaluation of possible solutions for risk, effectiveness, cost, and additional opportunity  
   G. "Brainstorming" techniques to build creative solutions to problems  
   H. "Out of the box" thinking techniques for problem solving  
   I. Implementing a problem-solving protocol in a business or group environment

B. **HOURS AND UNITS**

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C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Related material will be presented by means of class lecture, lecture/demonstrations, and student-participation exercises.

2. Professor presents lecture/activity sessions using real-world problems promote familiarity with course
topics.

3. Class-wide group discussions that relate to course topic principles are conducted.

4. Professor encourages each student to participate in troubleshooting and problem-solving exercises on an individual level, as well as operate in a group environment to expand and refine personal ideas into the best possible solution for the sample problems offered.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Daily reading assignments from the handouts provided.
   2. Daily homework problems and troubleshooting research from the handouts.
   3. Up to two reports on troubleshooting methodology used in a practical problem.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Assignments:
   1. List the troubleshooting steps in "Result-Centered" troubleshooting.
   2. What are 6 potential problem sources and solutions to: "Our sales are down by 10% this month".

Exam Questions:
   1. List the four main steps in brainstorming.
   2. What is the main theme in "out of the box" thinking?

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: Class handouts will be provided as appropriate.

III. DESIRED LEARNING

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

   effectively solve single and multiple-solution problems encountered in personal and professional life. Students will also be prepared to properly use brainstorming and "out of the box" thinking techniques.

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

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   a. Establish troubleshooting lists and procedures for solving problems on business, professional, and personal levels.
   b. Use "brainstorming" techniques to build creative solutions to problems.
   c. Use problem-solving methods to find effective answers to problems with many possible solutions.
d. Evaluate each possible solution for risk, effectiveness, cost, and additional opportunity.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Individual written exercises and/or problems that demonstrate and reinforce the fundamental principles of each course topic.

2. Group oral and written exercises and/or problems that demonstrate and reinforce the fundamental principles of each course topic.

B. SUMMATIVE ASSESSMENT

1. Written examinations including problems and classroom exercises that require the student to demonstrate mastery of the troubleshooting and problem-solving fundamentals.

2. Up to two written reports based on the troubleshooting methodology presented.
Proposal Impact

ELTEC 265 Troubleshooting Techniques
**Periodic Review**
James Howen

Courses

Cross Listed Courses

Programs

1. Industrial Electronics A.S. Degree *New Program*
2. Industrial Electronics Certificate of Achievement *New Program*
3. Printing Maintenance null *New Program*
ENGL 48 Course Data Summary Report

ENGL 48 - Grammar Review
Action Type: Periodic Review
Effective:
Primary Author: Emily Malsam
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: B
Open Entry/Open Exit: No Work Experience: No

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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
Course Outline of Record
ENGL 48

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 48  Grammar Review  1 Unit
Students will review the fundamentals of standard English grammar. They will practice recognizing and correcting errors in grammar and usage.

Field trips are not required. Units/Hours: 1.00 Units: Lecture - 18.00 hours
Grading: A-F or P/NP - Student choice

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

Teachers should aim to provide students the fundamental knowledge necessary to write complete, logical sentences, which correspond to Standard English grammar, including but not limited to these elements:

1. Parts of Speech
   a. Nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions

2. Syntax
   a. Elements of a sentence: phrases and clauses
   b. Phrasal and clausal movement in sentences

3. Explain the relationship between sentence elements in forming logical predication and avoiding errors
   a. Sequence of tense, logical choice of tense
   b. Placement of modifying elements
   c. Principles and conventions of coordination and subordination in the sentence

4. Recognition and correction of syntax errors
   a. Agreement
      i. Principles of agreement: subject-verb, pronoun-antecedent
      ii. Recognition and correction of errors in agreement

5. Punctuation
   a. Logic and conventions of sentence punctuation

6. Recognition and correction of errors in sentence punctuation

2. Recommended Content:

Teachers should aim to provide students the fundamental knowledge necessary to write complete, logical sentences, which correspond to Standard English grammar, including but not limited to these elements:
1. Parts of Speech

Furthermore, all students should leave the course with a general understanding of how writers formulate phrasal, clausal, and sentence structure:

1. Phrasal Structures
   a. Noun Phrase, Verb Phrase, Adjective Phrase, etc.
2. Clausal Structures
   a. Independent and Dependent Clauses
3. Types of Sentences
4. Sentence Purposes
5. Punctuation

Finally, teachers should explain and help students recognize and use the basic elements of punctuation and mechanics:

1. Commas, Semi-Colons, Colons, Dashes, Quotation Marks, Hyphens, and Parentheses
2. Mechanical Elements (such as capitalization)

### B. HOURS AND UNITS

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### C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture and Demonstration
2. Workbook exercises in sentence grammar
3. Brief writing exercises
4. Individual conferences with the instructor
5. Self-paced computer tutorials
6. Proofreading practice using instructor-provided materials or their own personal or school writing
7. Quizzes and examinations
8. Public discourse investigation (optional)
9. Service learning or case-study based opportunities (optional)

### D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
Teachers should provide daily or weekly reading assignments from a grammar text, grammar workbook, or outside resource material that aids in the students' understanding of the concept or writing strategy.

Teachers should provide several activities for students weekly to aid in their understanding of definitions and concepts.

1. Activities would include vocabulary lists; assignments from grammar workbooks; case studies; public and personal discourse analyses; and exercises which involve revision of sentences, paragraphs, and essays.

Teachers should schedule several examinations, providing at least two: one at mid-term and another at the end of the term.

1. Examination should include analyses of discourse, as well as directed activities designed to test a student's knowledge in one or more of the areas listed under required content.

Teachers should remember that each unit of lecture (1) should represent 35 hours of outside-of-class work. Students should be expected to complete at least 2 hours of homework each week.

1. Exercises in grammar workbook, accompanying writing workbook, or teacher-generated exercises should be distributed and required each week.

This class will require students to complete daily and/or weekly homework assignments.

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

1. Example Grammar Exercises:
   
   a. Insert the appropriate punctuation into a list of sentences.
   
   b. Provided a series of clauses, phrases, and sentences, ask students to successfully combine them to achieve grammatical parallelism.

2. Choose a letter to the editor from the Modesto Bee and label the parts of speech and/or construct five sentences in response to the letter: one which uses a colon, another with a semi-colon, another with a dash, another with a comma, and another with parentheses.

3. Create a paragraph, either individually or collaboratively, that satisfies some topic being discussed in class. Exchange paragraphs with another individual or group and analyze the grammatical structures, punctuation conventions, and clausal structures. Determine the effectiveness of the word choice as well.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   recognize and use the fundamentals of standard English grammar through practice with public discourse and his or her own writing, and, ultimately, the student will be prepared for further language study.
B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

   a. Recognize and identify parts of speech in sentences
   b. Explain the function of parts of speech in sentences
   c. Classify words into parts of speech categories, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.
   d. Identify and define the elements of the sentence, analyzing their forms and functions: subject, predicate, direct/indirect objects, phrase, and clause
   e. Identify and define the different types of sentences according to function
   f. Declarative, interrogative, imperative, and exclamatory
   g. Simple, compound, complex, and compound-complex
   h. Identify and explain conventions of capitalization and punctuation
   i. Comma, semi-colon, dash, apostrophe, colon, quotation marks, hyphen, end punctuation
   j. Identify and correct common errors of usage and grammar, such as agreement between subject-verb or pronoun-antecedent
   k. Identify Sentence wholeness and conventions of marking sentence boundaries (illogical sentences, fragments, run-ons)
   l. Identify and Correct misused punctuation
   m. Recognize and manipulate placement of modifying elements, parallelism, and illogical predication

2. Recommended Learning Goals
Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Edit and manipulate public and personal discourse for effective word choice, grammatical structure, and intended purpose.
   b. Conciously manipulate phrasal and clausal structure to formulate varying sentence patterns.
   c. Revise sentence structure to better reflect relationship of ideas.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes
2. Daily assignments
3. End-of-the-day assessments ("What did we learn today")
4. In-class activities (teacher observed-student completed)
B. **SUMMATIVE ASSESSMENT**

1. Quizzes
2. Exams
3. Daily assignments
4. Writing exercises
5. Editing exercises
6. Analyzations, discussions, investigations of public discourse
Proposal Impact

ENGL 48 Grammar Review
**Periodic Review**
Emily Malsam

Courses

Cross Listed Courses

Programs
Modesto Junior College
ENGL 49 Course Data Summary Report

ENGL 49 - Basic English Skills
Action Type: Periodic Review
Effective: 
Primary Author: Adrienne Peek
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: B
Open Entry/Open Exit: No  Work Experience: No

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Enrollment Restrictions & Advisories
Corequisite: READ 40
Modesto Junior College  
Course Outline of Record  
**ENGL 49**

**I. OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ENGL 49 Basic English Skills 5 Units**  
Fundamentals of writing. Emphasis on improving writing fluency, developing paragraphs and short essays, and learning to edit for spelling, punctuation and word usage. Credit in this course may not be used to satisfy English requirements for graduation from Modesto Junior College.  
**Corequisite:** Concurrent enrollment in or satisfactory completion of READ 40.  
Field trips might be required.  
Units/Hours: 5.00 Units: Lecture - 90.00 hours  
Grading: P/NP Only

**II. LEARNING CONTEXT**  
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:

**A. COURSE CONTENT**

1. **Required Content:**
   
a. **Reading**
   
i. Process of reading
      
      a. Pre-reading, reading, re-reading
   
ii. Annotation and note-taking
   
iii. Analysis of texts
      
      a. Identification of, function of, and relationships between
         
         a. Main points
         b. Supporting points
      
      b. Modes of development
      
      c. Use of opinions and facts
      
      d. Literal meaning
      
      e. Implied meanings (inferences)
      
   iv. Vocabulary development
   
   b. **Writing**
   
i. Process of composing
a. Definition and purpose

b. Steps
   a. Invention
   b. Drafting
   c. Revision
   d. Editing
   e. Formatting

c. Utilization of feedback and its role in revision

ii. Narrowed and focused topic sentences and thesis statements

iii. Organizational and unifying structures
   a. Sentence level
   b. Paragraph Level
   c. Essay level

iv. Aspects of development
   a. Forms of support
      a. Examples
      b. Quotations
      c. Evidence
      d. Explanation
      e. Experiences
         a. Value of personal vs. derived

   b. Transitions
      a. Word choice (between sentences)
      b. Sentence development (between paragraphs)

   v. Revising
   vi. Word processing
   vii. Sentence construction
       a. Composition of sentences
       b. Punctuation
c. Diction and syntax
d. Spelling
e. Grammar

2. **Recommended Content:**

   a. Other areas for concentration, if possible
      i. Reading
         a. Reasonable inferences
      ii. Writing
         a. Selective development
      iii. Sentences
         a. Sentence variety
         b. Parallelism

B. **ENROLLMENT RESTRICTIONS**

1. **Co-requisites**

Concurrent enrollment in or Satisfactory completion of READ 40

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Direct small group discussion topics
3. Lead large group discussions
4. Assign and/or present reading selections
5. Assign pre-writing and re-writing activities
6. Assign homework exercises to promote correct and effective sentence construction (such as
sentence combining or other sentence construction exercises, workbook exercises in sentence grammar, etc.)

7. Engage in individual or small group conferences with students

8. Administer quizzes and examinations

9. Use audio-visual presentations

10. Conduct class in a computer lab

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. At least 10 hours of homework per week
   b. At least 6,000 words of thesis-driven writing per term
      i. Regularly scheduled in-class essays (four to five per term)
      ii. Four to five out-of-class essays per term

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Revise one of the three paragraphs in "Harmful Effects of Watching Television" by providing a clear method of organizing the material and transitional words.
      i. "Television makes viewers passive. Children who have an electronic babysitter spend most of their waking hours in a semiconscious state. Older viewers watch tennis matches and basketball games with none of the excitement of being in the stands. Even if children are watching Sesame Street or Barney & Friends, they are being educated passively. The child actors are going on nature walks, building crafts projects, playing with animals, and participating in games, but the little viewers are simply watching. Older viewers watch guests discuss issues with Oprah Winfrey, but no one will turn to the home viewers to ask their opinion."
      ii. "Worst of all, TV presents a false picture of reality that leaves viewers frustrated because they do not have the beauty or wealth of the characters on television. Viewers absorb the idea that everyone else in the United States owns a lavish apartment, a suburban house, a sleek car, and an expensive wardrobe. Every detective, police officer, oil baron, and lawyer, male or female, is suitable for a pinup poster. The material possessions on TV shows and commercials contribute to the false image of reality. News anchors and reporters, with their perfect hair and makeup, must fit television's standard of beauty. From their modest homes or cramped apartments, many viewers tune in daily to the upper-middle-class world that TV glorifies."
      iii. Television discourages communication. Families watching television do very little talking except for brief exchanges during commercials. If Uncle Bernie or the next-door neighbors drop in for a visit, the most comfortable activity for everyone may be not conversation but watching ESPN. The family may not even be watching the same set; instead, in some households, all the family members head for their own rooms to watch their own sets. At dinner, plates are plopped on the coffee table in front of the set, and the meal is wolfed down during NBC Nightly News. During commercials, the only communication a family has all night may consist of questions like "Do we have any popcorn?" and "Where's the TV Guide?"
   b. Write an essay that takes as its thesis one of the statements below. Support your thesis with at least three points, each developed in its own paragraph. Use examples from "The Professor Is
a Dropout” to help you support your points.

i. Schools need to be prepared to help non-English speaking students catch up with other students at their grade level.

ii. The responsibility for catching non-English-speaking students up to their grade level rests solely with the students and their families.

F. TEXTS AND OTHER READINGS (TYPICAL)


8. Other: Possible Novels: Rushdie’s Haroun and the Sea of Stories (Penguin), Dumas’ Funny in Farsi (Random House), Cisneros’ House on Mango Street, Kingsolver’s The Bean Trees

III. DESIRED LEARNING

A. COURSE GOAL

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

write brief essays of approximately 750 words that are controlled by a thesis statement. Additionally, the student should be able to maintain control of the essay through the use of topic sentences and focused development of paragraphs.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Analyze reading selections, demonstrating the ability to distinguish supporting ideas from main ideas and to recognize and comment on relationships between the his or her own thoughts and opinions and those of the writer.

b. Write thesis-driven essays of approximately 750 words (or approximately 3 handwritten pages) in which he or she demonstrates adequate paragraph development skills.

c. Engage in writing as a process, a. critically reading a prompt to identify embedded writing tasks, b. using various invention strategies, c. establishing a controlling idea, d. developing main points or selecting examples and details which are relevant to and appropriate for the purpose and thought of each paragraph, e. connecting ideas within paragraphs through the appropriate use of transitions, and f. acknowledging references to outside sources when writing in response to readin.

d. Use word processing.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Daily or weekly quizzes
2. Miscellaneous writing tasks, such as journals or drafts of upcoming assignments
3. Homework assignments
4. Presentations on grammatical concepts or syntactical variants
5. Informal discussions about reading
6. Out-of-class essays (3-5)
7. In-class essays (3-5)

B. SUMMATIVE ASSESSMENT

1. Departmental common final exam
Proposal Impact

ENGL 49 Basic English Skills
**Periodic Review**
Adrienne Peek

Courses

1. ENGL 26 *Launched*
2. ENGL 26 *Active*
3. ENGL 50 *Launched*
4. PSYCH 51 *Active*
5. SPELL 32 *Active*

Cross Listed Courses

Programs
Modesto Junior College
ENGL 101 Course Data Summary Report

ENGL 101 - Composition and Reading
Action Type: Periodic Review
Effective:
Primary Author: Adrienne Peek
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 - A2 Requested
IGETC Category: IGETC - 1A Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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: READ 184
Prerequisite: ENGL 50 or qualification by the MJC assessment process
Modesto Junior College
Course Outline of Record
ENGL 101

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

ENGL 101  **Composition and Reading**  3 Units
Fundamental skills in reading and writing at the college level. Emphasis on exposition, argument, research, and information competency. 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. 2,000 - 3,000 words of the 8,000 must be research-based writing. MLA conventions of formatting and documentation.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC

**General Education:** D.1 ) (CSU-GE: A2 ) (IGETC: A: )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. **Reading**

      i. Identifying thesis, main idea, or unifying theme of a reading selection

      ii. Identifying modes of discourse (description, narration, exposition, and argument) and commenting on the effect of one mode on another in mixed discourse (e.g., the importance of exposition in furthering argument, the effect of description on narration)

      iii. Distinguishing subordinate or supporting ideas and information from main ideas and distinguishing between students' own thoughts and opinions and those of the writer

      iv. Drawing inferences and making judgments about a writer's thought and attitude, recognizing tone of writing and effect of tone in fulfilling the purpose of the writing

      v. Distinguishing between logically sound and fallacious argument, recognizing slanted or propagandistic use of language

      vi. Identifying techniques by which writers fulfill their purposes in various modes of discourse, e.g.,

         a. Organizing principles in description

         b. Transitional devices in exposition

         c. Arrangement of main points in argument

         d. Effective diction in narration
Writing Component:

a. Defining needs of audience for background and information and adapting the writing (in diction, tone, point-of-view, choice of modes, etc.) to satisfy the needs and expectations of different audiences

b. Selecting modes of discourse (narration, description, exposition, argument) to fulfill the purpose of the writing

c. Limiting topic or scope of a composition to what can be dealt with responsibly in a given piece of writing

d. Establishing clearly a unifying theme, perception, or attitude (for narrative/descriptive writing) or a unifying controlling idea, proposition, or thesis (for expository, persuasive, or argumentative writing)

e. Principles of organization

f. Development through evidence, example, explanation, analysis, and/or detail

g. Drawing ideas from a variety of sources (cited references, personal experience, observation, etc.) and choosing sources which best fulfill the purpose of the writing

h. Adapting writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)

i. Using a variety of sentence structures (simple, compound, and complex) as needed to provide for readability and indicate relationship between thoughts and to establish intended emphasis

j. Maintaining logic of central predication and the relationship of parts within the sentence (e.g., avoiding faulty parallelism, mixed constructions, misplaced or ambiguous modifying phrases or clauses)

k. Using diction that is precise, specific, and economical and avoiding use of trite or hackneyed language

l. Examining and analyzing students' own writing and that of other students with a view toward improving the effectiveness of the writing

m. Proofreading students' own writing and that of other students for errors of grammar, spelling, and punctuation

n. Rethinking and revising compositions to improve overall organization, clarity and coherence, focus of thought, relevance, and sufficiency of detail or support

o. Review of paragraph construction: use of paragraphing to indicate overall organization, review of principles of paragraph unity and organization of paragraphs

p. Review of ways of achieving coherence within and between paragraphs

q. Review of grammar and standard written English as needed

Research Competency Component:

a. Process of stating a research question, problem, or issue

b. Determination of information requirements for the research question, problems, or issue

c. Use of traditional and information technology tools to locate and retrieve relevant information
d. Ethical and legal issues surrounding information and information technologies

e. Strategies for evaluating and articulating information credibility

f. Strategies to deploy and effectively integrate research in written argument

g. Methods for citation of research sources in MLA format

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 50.

2. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete READ 184.

3. Requisite Skills

Before entering the course, the student will be able to:

a. Employ reading competence equal to the tenth grade level or higher.

b. Adapt tone and point of view in writing and select argument appropriate for the intended audience.

c. Limit topic or scope of a composition.

d. Establish clearly a unifying theme, perception, or thesis for a composition.

e. Develop main points or select examples, details, and/or pieces of evidence that are relevant to the established thesis.

f. Organize the main parts of the thesis, choosing a sequence that contributes to clarity.

g. Express the thesis of a composition in a clear sentence.

h. Use detail and example to develop and elaborate upon subtopics.

i. Compose fully developed paragraphs that are unified in thought and purpose.

j. Use conventions of written standard English correctly to write clear sentences.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Lead 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.

3. Assign presentations in which students demonstrate writing techniques and/or rhetorical strategies.

4. Demonstrate writing techniques and/or rhetorical strategies.

5. Facilitate peer workshops of written work.

6. Offer guided practice.

7. Hold individual and/or small group writing conferences.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. 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. The course also requires 2,000 - 3,000 of those words to be research-driven writing. 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.

   2. 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.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   1. Out-of-Class Essays:

      a. In a well-supported, well-organized, thesis-driven essay of 1000 to 1500 words, compare and/or contrast James Baker's essay and Kathleen Fury's essay. As you write your essay, please keep in mind the following caveats: (1) "Every paper of comparison or contrast needs a specific purpose according to the rhetorical situation" (Dietsch 186). (2) "Three common pitfalls to avoid are (1) stating the obvious, (2) trite expressions, and (3) hasty generalizations" (Dietsch 197). (3) "If you do not give credit to an author, the offense is plagiarism" (Dietsch 339).

      b. Write an analysis and response essay to the central idea in one of the following works: John Updike's "the Disposable Rocket," Judith Ortiz Cofer's "Silent Dancing," Scott Russell Sanders' "The Inheritance of Tools," Rudolph Chelminski's "Turning Point," or Annie Dillard's "The Stunt Pilot." Analysis means to break something down to its components. It is the antithesis (opposite) of synthesis, which describes putting component parts together. When you are asked to analyze a text, you are being asked to examine "how a text makes its point," in the words of the late teacher Diana Hacker. A response to an author's content and, especially, the author's thesis, is what is commonly known as reader response to a text. While analysis is mostly objective, response is subjective.

      c. Start with an appropriate, academic question to research. After completing your research, you'll develop a hypothesis, the answer to your question. You'll be required to find, read, analyze and include material from a minimum of five sources of at least three types. Your research essay is the result of your search to find answers to your research question. You must properly cite your sources in the body of your essay and on your works cited page. Minimum word count: 2,000 words.

   2. In-Class Essays:

      a. Choose one of the following topics and write an essay of at least 750 words (about five double-spaced pages) in response. Your essay should demonstrate that you have achieved control of the major aspects of writing we have studied this semester: thesis, organization, transitions, acknowledgment of the other side of an argument, use of quotations, grammar (especially avoidance of run-on sentences and fragments), and proper documentation, to name
a. Why do people not respond against injustice? Consider the stories “The Lottery” and “The Ones Who Walk Away” plus Huxley’s essay on Hitler.

b. Do you feel that your race, gender, or religious belief (or unbelief) has hindered your pursuit of academic or career goals (or given you an unfair advantage)?

c. Why do people not respond against injustice? Consider the stories “The Lottery” and “The Ones Who Walk Away” plus Huxley’s essay on Hitler.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

critically read and analyze college-level texts; gather, evaluate, and synthesize various information sources for use in written compositions; and write college-level essays.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Read and think critically.
b. Evaluate and articulate the credibility of print and online sources.

c. Use scholarly sources in a legitimate way, a. summarizing and paraphrasing source material, b. synthesizing multiple sources, c. integrating source ideas with his or her own ideas, and d. avoiding plagiarism by documenting sources according to MLA conventions.

d. Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing.

e. Write papers that are correctly formatted according to MLA conventions.

f. Write papers that demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling.

g. Write papers that show evidence of drafting, revising, and editing to reflect an academic style and tone.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class essays

2. 2,000 - 3,000 words of research-based writing using current MLA conventions of documentation (required)

3. Quizzes and examinations

4. 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. 2,000 - 3,000 words of researched writing must be included in the minimum writing requirement.)

5. Participation in class discussion

B. SUMMATIVE ASSESSMENT

1. An in-class final essay exam is required as the summative assessment for this course.
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>Individual Meetings</td>
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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. 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. Describe how the methods selected will allow students to meet the student learning goals of the course. Testing and online discussions will enable students to strengthen writing skills and improve critical thinking skills.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation do not differ from those listed on the approved course outline.
Students must have regular access to a computer which is connected to the Internet. Course has one or more on-campus meetings.

With the hybrid option, important activities happen in both formats that reach different kinds of students in different ways. Discussions in face-to-face can inspire a free flow of ideas but are usually dominated by the more assertive students. On-line discussions reach all students, even the quite ones who are too shy to talk in a face-to-face class. Conversely, students who are shy sometimes become more confident after success on-line and can then begin to express themselves in face-to-face meetings. Timed, longer "closed book" essay exams sometimes work better in a face-to-face class, while quick reading quizzes work very well online. Peer editing workshops are sometimes easier to organize when everyone is physically in the same location. The percent of time spent in each format can vary; a popular choice is to meet in person once a week and have online activities and assignments between meetings.

TYPE OF TEACHING MODALITIES

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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? With the hybrid option, important activities happen in both formats that reach different kinds of students in different ways. Discussions in face-to-face can inspire a free flow of ideas but are usually dominated by the more assertive students. On-line discussions reach all students, even the quite ones who are too shy to talk in a face-to-face class. Conversely, students who are shy sometimes become more confident after success on-line and can then begin to express themselves in face-to-face meetings. Timed, longer "closed book" essay exams sometimes work better in a face-to-face class, while quick reading quizzes work very well online. Peer editing workshops are sometimes easier to organize when everyone is physically in the same location. The percent of time spent in each format can vary; a popular choice is to meet in person once a week and have online activities and assignments between meetings.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. With the hybrid option, important activities happen in both formats that reach different kinds of students in different ways. Discussions in face-to-face can inspire a free flow of ideas but are usually dominated by the more assertive students. On-line discussions reach all students, even the quite ones who are too shy to talk in a face-to-face class. Conversely, students who are shy sometimes become more confident after success on-line and can then begin to express themselves in face-to-face meetings. Timed, longer "closed book" essay exams sometimes work better in a face-to-face class, while quick reading quizzes work very well online. Peer editing workshops are sometimes easier to organize when everyone is physically in the same location. The percent of time spent in each format can vary; a popular choice is to meet in person once a week and have online activities and assignments between meetings.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. 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.
4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation do not differ from those listed on the approved course outline.
Proposal Impact

ENGL 101 Composition and Reading

**Periodic Review**

Adrienne Peek

Courses

1. ANSC 250 *Active*
2. ANTHR 140 *Active*
3. BUSAD 201 *Active*
4. BUSAD 201 *Launched*
5. BUSAD 210 *Active*
6. BUSAD 210 *Launched*
7. ECON 115 *Active*
8. ENGL 102 *Launched*
9. ENGL 102 *Active*
10. ENGL 103 *Active*
11. ENGL 103 *Launched*
12. ENGL 105 *Launched*
13. ENGL 105 *Active*
14. ENGL 106 *Launched*
15. ENGL 106 *Active*
16. ENGL 108 *Active*
17. ENGL 108 *Launched*
18. ENGL 109 *Pending*
19. ENGL 112 *Active*
20. ENGL 114 *Active*
21. ENGL 116 *Active*
22. ENGL 118 *Active*
23. ENGL 131 *Active*
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36. ENGL 172 *Active*
37. ENGL 173 *Active*
38. ENGL 174 *Active*
39. ENGL 175 *Active*
40. ENGL 176 *Active*
41. ENGL 179 *Active*
42. ENGL 183 *Active*
43. ENGL 26 *Launched*
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**Cross Listed Courses**

**Programs**

1. Dental Assisting Certificate of Achievement *New Program*
2. English A.A. Degree Major *New Program*
3. Nursing A.S. Degree *New Program*
4. Nursing: Associate Degree Nursing A.S. Degree *New Program*
5. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
6. Professional Selling Certificate of Achievement *New Program*
7. Retail Management (WAFC) Certificate of Achievement *New Program*
ENGL 102 - Advanced Composition & Introduction to Literature
3 Units

Action Type: Course Revision Major
Effective:
Primary Author: Michael Smedshammer
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

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

Instructor Load

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Enrollment Restrictions & Advisories

Prerequisite: ENGL 101
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

ENGL 102  *Advanced Composition & Introduction to Literature*  3 Units

*Formerly listed as: ENGL - 102: Advanced Comp and Intro to Lit*
Advanced composition with an introduction to literary analysis of fiction, poetry, and drama. Intended primarily for university transfer students, but open to any qualified student.  
*Prerequisite:* Satisfactory completion of ENGL 101.
Field trips might be required.  
*Units/Hours:* 3.00 Units: Lecture - 54.00 hours  
*Grading:* A-F or P/NP - Student choice  
*Transfer:* CSU, UC  
*General Education:* C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**
   
a. Literature
   
i. Identifying elements of literature common to various literary genres, such as
   a. theme
   b. metaphor
   c. symbolism
   d. irony

   ii. Identifying elements and reading methods for each of three literary genres:
   a. poetry
   b. drama (two or more plays, at least one play by Shakespeare)
   c. prose fiction such as
      a. short story
      b. novella
      c. novel

   iii. Identifying important historical elements of specific works, such as
   a. social, political, and cultural aspects of the time in which the work was written
   b. biographical information about the author
c. philosophical ideas contemporary with the work

iv. Identifying chief tenets and characteristics of some major orientations to literary criticism and literary study, such as
   a. New criticism
   b. Psychoanalytic criticism
   c. Marxist criticism
   d. New Historical criticism
   e. Biographical criticism

b. Writing
   i. Review of principles of academic expository writing, specifically as they relate to writing about literature, such as
      a. unity
      b. organization
      c. coherence
      d. sufficiency of development
      e. logic of argument
      f. style, grammar, and mechanics, as needed
   ii. Using specific references and quotations from primary sources as evidence in writing about literature
   iii. Using specific references and quotations from secondary sources when writing about literature
   iv. Using life experience or observation when writing about literature

2. **Recommended Content:**

   a. The study of prose non-fiction, such as
      i. essay
      ii. memoir
      iii. biography
      iv. autobiography

   b. Film adaptations of literary works
B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 101.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Demonstrate the ability to read and think critically
   b. Demonstrate the ability to evaluate and articulate the credibility of print and online sources
   c. Demonstrate the legitimate use of scholarly sources by summarizing and paraphrasing sources; synthesizing multiple sources; integrating source ideas with his or her own ideas; avoiding plagiarism by documenting sources according to MLA conventions.
   d. Write papers that demonstrate the use of expository and argumentative or persuasive forms of writing; are correctly formatted according to MLA conventions; demonstrate competent control over written language, including syntax, punctuation, grammar, and spelling; show evidence of drafting, revising, and editing to reflect an academic style and tone.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Assign appropriate readings;
   2. Direct class discussion; e.g. class analysis of reading selections;
   3. Create assignments that demand complex thought;
   4. Administer examinations and quizzes;
   5. Evaluate student essays

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Students are typically assigned
      i. 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.
      ii. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
      iii. preparation for in-class essays, quizzes and exams, such as a midterm and final.
2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

a. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

i. Write a close analysis of a short story or two closely related short stories. The essay should be argumentative in that it must have a clearly stated thesis up front declaring a specific way of interpreting and understanding the piece. The essay should use specific evidence from the story to convince readers that the interpretation is valid. In other words, try to answer the question, “What is the author of this piece really trying to show readers?” The essay must focus on explaining the figurative meaning of the piece, not the literal. The essay must not focus on plot summary. Explain how different aspects of the story support the thesis. As a general guide, assume that the audience for the essay read the literary work a short while ago and only needs some refresher, but not a complete retelling of the story.

b. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

i. Write an explication of either Matthew Arnold's poem "Dover Beach" or Alberto Rios's poem "Nani," which are included in this exam, below. Your essay should have an introduction that explains what the poem is about in general. You should have a thesis that indicates what the author is arguing more specifically. Body paragraphs should show how specific parts of the poem support your thesis.

ii. Write an essay in which you consider the effect time has had on literary themes and styles. What does literature of the past tell us about the social attitudes people once held? How does literature of the past remain relevant today? Focus on specific examples from our course to support your answer.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

analyze and evaluate literature, and write academically sound interpretive essays about literature.

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

1. **Required Learning Goals**
   
   Upon satisfactory completion of this course, the student will be able to:

   a. Demonstrate critical thinking in their analysis of plays, poetry, and fiction.

   b. Demonstrate close reading through discussion and debate of literary works.
c. Demonstrate the ability to summarize and paraphrase secondary sources and explain their relevance to assigned literary works.

d. Write literary analysis that makes reference to primary and secondary works and that demonstrates an understanding of literature as a window onto history, society, humanity and self. Essays should demonstrate the use of quote analysis and persuasive forms of writing; demonstrate correct MLA formatting and documentation style; demonstrate mastery over written language, including syntax, punctuation, grammar, and spelling; and show evidence of drafting, revising, and editing to reflect an academic style and tone.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Participation in class discussion
   2. Quizzes
   3. Essays
   4. Mid-term exam
   5. Journal entries
   6. Presentations

B. SUMMATIVE ASSESSMENT
   1. In-class final exam
Proposal Impact

ENGL 102 Advanced Composition & Introduction to Literature
**Course Revision Major**
Michael Smedshammer

Courses

1. ENGL 137 *Active*
2. ENGL 138 *Active*

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Shakespeare Academy null *New Program*
ENGL 105 - Creative Writing: Poetry
Action Type: Periodic Review
Effective:
Primary Author: Deborah Gilbert
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 - C2 Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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 101
Modesto Junior College  
Course Outline of Record  
ENGL 105

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 105  Creative Writing: Poetry  3 Units
Instruction and practice in writing poetry.
Prerequisite: Satisfactory completion of ENGL 101. with a minimum grade of C or better
Three maximum completions.
Field trips are not required.  Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice  Transfer: CSU, UC
General Education: Activities ) (CSU-GE: C2 )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   A. Analyzing the major elements of poetry, such as
      1. Meter
      2. Rhyme
      3. Imagery
      4. Language
      5. Verse forms
   
   B. Employing poetry-writing techniques
      1. Writing a variety of poetic forms, for example, ballad, sonnet, and lyric.
      2. Using poetic devices, for example, alliteration, assonance, synecdoche, allusion, metaphor, simile, irony, symbolism and others.

2. Recommended Content:

   A. Surveying major contemporary authors.
   
   B. Surveying the field of poetry publication.

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 101 with a minimum grade of C or better .

2. Requisite Skills

Before entering the course, the student will be able to:

a.  Read actively and analyze reading selections in directed class discussion or in written analysis.

b.  Write compositions as assigned employing mastery of the following skills:  a. understanding rhetoric and organization, b. composing clear conventional sentences, c. selecting appropriate language.
c. Rewrite effectively by examining and analyzing their own writing or that of another student, proofreading well, and revising and rethinking writing drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Direct discussion of assigned reading: poetry and the craft of poetry.
2. Analyze models of poetry.
3. Direct the writing of original poetry.
4. Direct class discussion of student work.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF appropriate WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Students typically will be assigned

a. out-of-class writing assignments, which could include a minimum of two to three out-of-class essays, such as a review of a poetry reading, an analysis of a poet's collection of work, a comparison of content within dissimilar poetry journals, or an analyses of assigned poems.

b. out-of-class creative writing assignments, which could include writing a poem per week, each of which will typically be taken through at least one draft during in-class workshops with their peers and the instructor, and then students will revise their work for inclusion in a year-end portfolio.

c. weekly reading assignments of primary literature, as well as supplementary reading in writing craft, literary criticism, or history

d. preparation for in-class writing tasks, quizzes, and workshop participation

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

A. Out-of-Class Essay Prompt

1. Write an essay that analyzes one contemporary poet and one collection of his or her poetry. Discuss elements within the poet's work, include a brief biography, at least one book review, and one scholarly journal article. Please organize your essay by specific topics and not by the poems you have selected. Please proofread, format your paper using MLA guidelines, and avoid plagiarism.

B. Out-of-Class Poetry Writing Prompt

1. Villenelle and sestina: This week you must select one of these poetic forms to write a
poem for submission.

The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

C. In-Class Poetry Writing Prompt

1. Recall a moment in your childhood when you did something dangerous or daring. Make a list of specific details using concrete language and all five senses. We will share your draft and begin to create whole poems from your flurry of sensory images.

D. In-Class Poetry Workshop Prompt

2. Combing over this student's poem and make cuts to create more succinctness and fluidity. After editing for precision and effective language, comb over it for poetic elements like imagery, sound, and figurative language. Be specific in your commentary and be prepared to share your comments with the class.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

demonstrate the ability to evaluate and analyze classic and contemporary poetry; and demonstrate the ability to create successful poetry.

B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Identify common poetic techniques, such as rhythmic patterns, alliteration, assonance, imagery, figurative language, and figures of speech. The students’ ability to recognize these poetic devices will be demonstrated by their appropriate and accurate use of terminology in written work and class discussion.

   b. Identify and name common verse forms and rhythms.

   c. Employ in their own work a wide range of poetic devices.

   d. Analyze and criticize their own work and the work of others objectively and constructively.

   e. Identify and comment on the potentialities and limitations inherent in the various forms of verse.

   f. Read actively and critically with recognition, evaluating and commenting on what constitutes effective poetry.

   g. Read critically their own work and professional writing that cover a broad range of multicultural experiences.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. In-class writing tasks
   2. Out-of-class writing assignments
   3. Participation in workshops and class discussion
   4. Essays
   5. Quizzes
   6. Oral examinations

B. SUMMATIVE ASSESSMENT
   1. Portfolio with completed poems and revisions in order to demonstrate effective application of the techniques and principles presented in class
   2. Final essay to demonstrate the clarity and soundness of their critical reading and analyses of works of poetry
Proposal Impact

ENGL 105 Creative Writing: Poetry
**Periodic Review**
Deborah Gilbert

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Print Journalism null *New Program*
ENGL 106 - Creative Writing: Short Fiction

Action Type: Periodic Review
Effective:
Primary Author: Dimitri Keriotis
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 - C2 Requested

Course Data Elements

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

Instructor Load

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Enrollment Restrictions & Advisories

Prerequisite: ENGL 101
OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 106 Creative Writing: Short Fiction 3 Units
Instruction and practice in writing shorter forms of fiction. A maximum 6 units of creative writing transferable to University of California.
Prerequisite: Satisfactory completion of ENGL 101. with a minimum grade of C or better

Three maximum completions.
Field trips are not required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: Activities ) (CSU-GE: C2 )

LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   A. Elements of fiction
   1. setting
   2. plot: conflict, pacing, resolution
   3. characterization
   4. point-of-view
   5. theme

   B. Fiction-writing techniques, application of principles
   1. writing effective openings
   2. setting of mood
   3. choosing between implication and explication in character development
   4. selection of point-of-view
   5. writing description: long and short forms, selection and use of detail
   6. establishing conflict
   7. writing dialogue
   8. establishing chronology (sequential and disordered)
   9. using stream of consciousness
   10. writing endings

   C. Analysis of representative works of fiction

   D. Study of markets for fiction writers and a consideration of editorial requirements and the manners of submitting manuscripts.

   E. Guest lecturers as appropriate

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of ENGL 101 with a minimum grade of C or better .

2. Requisite Skills
Before entering the course, the student will be able to:

a. Read actively and analyze reading selections in directed class discussion or in written analysis.

b. Write compositions as assigned employing mastery of the following skills: a. understanding rhetoric and organization, b. composing clear conventional sentences, c. selecting appropriate language.

c. Rewrite effectively by examining and analyzing their own writing or that of another student, proofreading well, and revising and rethinking writing drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign works of fiction and readings about the craft of writing.

2. Lecture.

3. Lead discussion of analysis of models of fiction (in writing or in directed class discussion).

4. Direct class discussion which focuses on analyzing and evaluating student work.

5. Guide students through activities that allow them to reflect on their life experiences with a view toward drawing upon those experiences in their writing of original fiction: 1) identifying experiences and conclusions derived from experience that might serve as situational or thematic bases for writing; 2) reaching conclusions about and evaluating the appropriateness of particular experiences as a basis for fiction.

6. Apply criteria developed in class discussion, lecture and reading to student-written and other works of fiction to 1) identify factors in the work itself and in the nature of its intended audience or market that might affect the way the work is understood or how well it is received by the audience or market; 2) express judgments about the way in which a given work is likely to be understood or received by its intended audience or market.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

1. Weekly fiction writing exercises.

2. Weekly readings of representatives texts.

3. Weekly readings about the different elements of fiction from the text book.

4. The writing of weekly peer reviews of students' stories submitted for weekly workshops.

5. Submission of works of fiction for workshop at least twice during the semester.

6. Completion of approximately fifteen pages of original fiction for the term.

7. Completion of various weekly writing activities during class times.

8. Weekly participation in workshops during class.
2. **EVIDENCE OF CRITICAL THINKING**  
Assignments require the appropriate level of critical thinking

A. Examples of typical assignments which develop and demonstrate critical thinking skills:

1. Weekly 150-word peer reviews that require students to indicate effective and ineffective areas within students’ stories.
2. Weekly 300-600 word exercises that require students to demonstrate their ability to create writings with reflect effective scenes, summaries, dialogue, setting, characterization, tension.
3. Participation in weekly class workshops, where students must verbally specify effective and ineffective aspects of peers’ works.
4. Revision of personal works throughout the semester to render their fiction writings more effective.

B. Actual exam quiz questions, activity prompts, and story prompts:

1. In "Bullet in the Brain," why does the writer Tobias Wolff have his narrator end the story by stating, "They is, they is"?
2. Go to a spot on campus where there are people. Watch a few individuals and create a scene where you use your chosen person(s) in a fictional predicament, which ultimately will help your reader understand the desires of your character(s) and the obstacles preventing them from having what they want.
3. Create a scene where your protagonist is involved in some sort of accident. You must include sensory detail of at four of the five senses.
4. Write about a time when you were terrified. Then base a work of fiction on your experience, adding fictional events and details where appropriate. Remember to apply the emotional heat in your writing to a work of fiction.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

understand the multiple elements of effective fiction and be able to create their own effective fiction writings which contain these elements. As well, students should be able to successfully analyze works of fiction and be able to identify works' strengths and weaknesses.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

a. Name the major elements of fiction according to the terminology commonly used in the analysis of fiction.

b. Identify the meanings of and concepts behind the terms commonly used in analysis and discussion of fiction (e.g. mood, setting, point-of-view, theme, conflict, and so on). The students'
ability to use these terms will be demonstrated by their appropriate and accurate use of the terminology in written analysis or directed class discussion.

c. Plan, gather material for, and write short stories applying approaches and techniques discussed in lecture, reading, and other class exercises.

d. Write short stories which are coherent and interesting and which illustrate a particular theme.

e. Analyze and critique their own work and those of other class members objectively and constructively, applying methods of analysis, principles, and criteria developed in lecture and other class exercises.

f. Read actively and critically with conscious recognition of effective writing in the work of other authors. Active reading and recognition of good writing will be demonstrated in the students' analysis of fiction in directed class discussion and other class exercises.

g. Read actively and critically their work and excerpts of professionals who cover a broad range of multicultural experiences.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. 1. Quizzes
   2. Writing exercises
   3. Peer reviews
   4. Participation during workshop
   5. Essay(s)

B. SUMMATIVE ASSESSMENT

1. 1. Portfolio consisting of approximately fifteen pages of original fiction writing(s).
Proposal Impact

ENGL 106 Creative Writing: Short Fiction
**Periodic Review**
Dimitri Keriotis

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Print Journalism null *New Program*
ENGL 108 Course Data Summary Report

ENGL 108 - Creative Writing: Autobiography
Action Type: Course Revision Major
Effective:
Primary Author: Dimitri Keriotis
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 - C2 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: State Classification:
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: ENGL 101
Modesto Junior College
Course Outline of Record

ENGL 108

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 108 Creative Writing: Autobiography 3 Units
Instruction and practice in the writing of an autobiography.
Prerequisite: Satisfactory completion of ENGL 101. with a minimum grade of C or better

Three maximum completions.
Field trips are not required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: Activities ) (CSU-GE: C2 )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Analysis of exemplary works of autobiography

   b. Literary and rhetorical elements relevant to writing of autobiography
      i. prose style, voice, and tone
      ii. major modes of writing: narrative, expository, descriptive, argumentative
      iii. plot: conflict, suspense, pacing, resolution
      iv. characterization
      v. description
      vi. theme or thesis

   c. Autobiography-writing techniques, application of principles
      i. planing and outlining autobiographical writing
      ii. selecting and developing overall structure of an autobiography
      iii. selecting life events to be included
      iv. determining and controlling tone
      v. developing reader interest and maintaining suspense
      vi. developing characterization through dialogue, action, and attitude
      vii. using implication or explication in development of theme or thesis
      viii. selecting and developing setting or scene
ix. writing description: long and short forms, selection and use of detail
x. establishing conflict
xi. writing dialogue
xii. establishing chronology (sequential, flashback)
xiii. determining and developing structure of the separate chapters
xiv. ending the autobiography

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 101 with a minimum grade of C or better.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Read actively and analyze reading selections in directed class discussion or in written analysis.

b. Write compositions as assigned employing mastery of the following skills: a. understanding rhetoric and organization, b. composing clear conventional sentences, c. selecting appropriate language.

c. Rewrite effectively by examining and analyzing their own writing or that of another student, proofreading well, and revising and rethinking writing drafts.

C. HOURS AND UNITS

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3 Units

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture.

2. Assign reading of exemplary autobiographies, autobiographical sketches, and readings about the craft of writing.

3. Analyze exemplary autobiographical writing in assigned compositions, essay exams, or in directed class discussion.

4. Assign planning and writing of original autobiographies or parts of autobiographies.

5. short written exercises practicing techniques of autobiographical writing

6. Direct class discussion that involves analyzing and evaluating student work.

7. Ask students to reflect on personal life experiences with a view toward drawing upon those experiences in writing of original autobiographies a. identifying experiences and conclusions derived from experience that might serve as situational or thematic bases for writing; b. reaching conclusions
about and evaluating the appropriateness of particular aspects of personal experiences as a basis for autobiographical writing of interest to other people.

8. Apply criteria developed in class discussion, lecture and reading to student-written and other autobiographies and autobiographical sketches to a. identify factors in the work itself and in the nature of its intended audience that might affect the way the work is understood or how well it is received by the audience; b. express judgments about the way in which a given work is likely to be understood or received by its intended audience; c. express and support judgments about the degree to which a given work of autobiography conveys a sense of the universality of human experience or contributes to the readers' understanding of a time, place, or cultural milieu; d. evaluate 1. the work in terms of its probable reception by the intended audience; 2. the judgments made about the work by other class participants.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   1. Weekly autobiography exercises.
   2. Weekly reading of representative texts.
   3. Weekly readings about the different elements of autobiography from the text book.
   4. The writing of weekly peer reviews of students' stories submitted for weekly workshops.
   5. Submission of autobiographical works for workshop at least twice during the semester.
   6. Completion of approximately fifteen pages of autobiography for the term.
   7. Completion of various weekly writing activities during class times.
   8. Weekly participation in workshops during class.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   A. Examples of typical assignments which develop and demonstrate critical thinking skills:

   1. Weekly 150-word peer reviews that require students to indicate effective and ineffective areas within students' essays.
   2. Weekly 300-600-word exercises that require students to demonstrate their ability to create writings that reflect effective scenes, summaries, dialogue, setting, characterization, tension.
   3. Participation in weekly class workshops, where students must verbally specify effective and ineffective aspects of peers' works.
   4. Revision of personal works throughout the semester to render their autobiography writings more effective.

   B. Actual quiz question, activity prompt, and story prompts:

   1. In "Drama Bug" how does the writer David Sedaris add humor to his writing?
   2. Observe one of your autobiographical essays. Examine your use of "is" throughout the writing. Replace this weak verb with a power verb, one that adds force to your prose by more accurately describing particular action.
   3. Write about a childhood experience that involved nature and your parent(s). What happened that created a tension-filled experience? Remember to illustrate, not tell, the experience on the page.
   4. Write about a personal secret that only you know about. After describing your secret, discuss why you choose to keep it a deeply personal secret.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

- critically analyze the various elements of effective autobiographical writing and be able to create his/her own autobiographical works.

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

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

   a. Identify the meanings of and concepts behind the literary terms commonly used in analysis and discussion of autobiographical writing (e.g. tone, style, voice, description, narration, suspense, plot or development, setting, theme, conflict). The students' ability to use these terms will be demonstrated by their appropriate and accurate use of the terminology in written or directed class discussion.

   b. Analyze and discuss exemplary autobiographies and autobiographical sketches with emphasis on the following:
      a. the effect of prose style on voice and tone in autobiographical writing;
      b. the literary techniques of character development in autobiography;
      c. the literary techniques of plot development, suspense, and climax as used in autobiography;
      d. the writer's manipulation of major and minor themes in autobiography;
      e. the universality of experience conveyed through most important autobiographical writing;
      f. the coalescence of literary elements to form a coherent unit.

   c. Prepare a workable outline or plan for original autobiographical writing.

   d. Perform research necessary and otherwise gather material appropriate for the completion of autobiographical writing.

   e. Write a number of autobiographical sketches or a major part of a longer autobiographical work applying approaches and techniques discussed in lecture, reading, and other class components.

   f. Analyze and critique their own work and those of other class members objectively and constructively, applying methods of analysis, principles, and criteria developed in lecture and other class exercises.

   g. Read actively and critically with conscious recognition of effective writing in the work of other authors. Active reading and recognition of good writing will be demonstrated in the students' analysis of autobiography in directed class discussion and other class exercises.

   h. Read actively and critically their work and excerpts of professionals who cover a broad range of multicultural experiences.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **FORMATIVE ASSESSMENT**
   1. Quizzes
   2. Writing exercises
   3. Peer reviews
   4. Participation during workshop
   5. Essay(s)

B. **SUMMATIVE ASSESSMENT**
   1. Portfolio consisting of approximately fifteen pages of original autobiographical writing(s)
Proposal Impact

ENGL 108 Creative Writing: Autobiography
**Course Revision Major**
Dimitri Keriotis

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Print Journalism null *New Program*
ENGL 112 - Introduction to the Novel and Short Story

Action Type: Course Revision Major

Effective:

Primary Author: Jillian Daly

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code:  
SAM Code:  
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

Advisory:
Prerequisite: ENGL 50
ENGL 112
Introduction to the Novel and Short Story
Formerly listed as: ENGL - 112: Introduction to Novel and Short Story
An introduction to the novel and short story with emphasis on intelligent reading, analysis, and discussion of a range of fiction representing various types and traditions.

Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.
Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Historical development of prose fiction
      i. Ancient texts from Mesopotamia, Greece, Rome, Japan, the Hebrew and Greek Bibles
      ii. Early ancillary forms: journal, fable, satire
      iii. Late 18th century rise of the novel
      iv. 19th century rise of the short story form

   b. Elements of fiction
      i. Setting
      ii. Plot: conflict, pacing, resolution
      iii. Characterization
      iv. Point of view
      v. Theme

   c. Methods of analyzing fiction
      i. Interrelationship of elements (e.g., effect of point of view on character, setting used as metaphor, symbolism to communicate theme, etc.)
      ii. Recognition of symbol and metaphor
      iii. Recognition of recurring themes and motifs
iv. Means of establishing character and showing change of character (e.g., dialogue, description, character implied by action)

v. Recognizing theme or idea: implicitly and explicitly stated themes

vi. Authorial stamp: biographical, historical, and cultural influences on fiction

d. Technique, convention, and form of academic writing about literature
   i. Response papers
   ii. Literary analysis

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 50.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Assign reading: texts of prose fiction and selections, supplementary reading in literary criticism or history.
   2. Lecture on literary works, history of the development of prose fiction and academic writing about literature.
   3. Direct class discussion of works of prose fiction.

5. Present recordings, films, and videos.

6. Assign essay examinations to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Students typically will be assigned

1. Weekly reading assignments of primary literature (short stories and novels), as well as supplementary reading in literary criticism or history.

2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

1. A typical in-class writing quiz to test students’ ability to demonstrate critical thinking skills would be the following: Having read the assigned short story, identify a crucial decision the main character made and how that reveals what this character values.

2. A typical in-class essay exam question to test students’ ability to demonstrate critical thinking skills would be the following: With reference to the novel recently read, explain how a given passage relates to the larger work and exemplifies the novel's theme.

3. A typical out-of-class essay assignment to test students’ ability to demonstrate critical thinking skills would be the following: In a five-page paper, compare and contrast two main characters from the two novels we have just read, focusing on their approaches to adversity in life and what we can learn from their choices.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

choose, critically read, analyze, discuss, and write about literary novels and short stories.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Identify and define the major elements of fiction according to the terminology commonly used in the analysis of fiction (e.g. setting, plot, characterization, point of view, theme).

b. Summarize the historical development of the modern short story and novel.

c. Identify and define the names of the most common types of novels.

d. Read assigned works of fiction with the ability to identify the literal and implied meanings of the text.

e. Analyze and discuss works of prose fiction applying the appropriate methods and terminology.

f. Write analytically and critically about assigned reading.

g. Develop criteria for choosing literary novels and short stories for personal reading.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of homework assignments.

2. Evaluation of reading quizzes.

3. Evaluation of written essays.

4. Evaluation of midterm exam.

B. SUMMATIVE ASSESSMENT

1. Evaluation of final essay.

2. Evaluation of final exam.
Proposal Impact

ENGL 112 Introduction to the Novel and Short Story
**Course Revision Major**
Jillian Daly

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 114 Course Data Summary Report

ENGL 114 - Introduction to Poetry
Action Type: Periodic Review
Effective:
Primary Author: Michelle Christopherson
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

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

Instructor Load

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These items have continuing value because:

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Enrollment Restrictions & Advisories

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**ENGL 114 Introduction to Poetry** 3 Units
Analysis and discussion of poetry.
**Prerequisite:** Satisfactory completion of ENGL 50.
**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips might be required.  **Units/Hours:** 3.00 Units: Lecture - 54.00 hours
**Grading:** A-F or P/NP - Student choice  **Transfer:** CSU, UC
**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Elements of poetry

   i. Meter and rhythm

   ii. Rhyme alliteration, assonance, half-rhyme, etc.

   iii. Figurative use of language (metaphor, simile, symbol, allegory, etc.)

   iv. Allusion

   v. Voice, tone, persona

   vi. Theme

   b. Methods of analyzing poetry

   i. Interrelationship of elements (e.g., effect of meter on tone, the contribution of allusion to meaning, symbolism to communicate theme, etc.)

   ii. Recognition of symbol and metaphor

   iii. Recognition of recurring themes and motifs

   iv. Interpreting theme or idea: implied and explicitly stated themes

   c. Most common genre of poetry and poetic forms

   d. Technique, convention, and form of academic writing about literature

B. **ENROLLMENT RESTRICTIONS**
1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*
   1. Assign reading: poems and selections from longer poems, supplementary reading in literary criticism and commentary
   2. Lecture on poems and poetry, and writing about literature
   3. Direct class discussion of works of poetry
   4. Assign written essays
   5. Discuss model student writing as needed
   6. Present recordings, films and video materials
   7. Test comprehension, understanding, and ability to apply ideas presented in lecture and reading

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism.
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   3. Preparation for in-class essays, quizzes and exams, such as a mid-term and final.
2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   The following typical out-of-class essay assignment demonstrates the appropriate level of critical thinking for this course:

   Formulate a judgment about a specific work based on the way the literary elements and artistic technique of the poet coalesce to unify the work and to communicate a theme or outlook.

   The following typical in-class quiz demonstrates the appropriate level of critical thinking for this course:

   State how the tone of the poem conveys the poet's attitude or meaning.

   The following in-class assignment demonstrates the appropriate level of critical thinking for this course:

   Offer specific evidence for the soundness of a thesis debated in class discussion of a poem.

---

**F. TEXTS AND OTHER READINGS (TYPICAL)**


---

**III. DESIRED LEARNING**

**A. COURSE GOAL**

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

read, identify, and analyze poetry; to understand its historical forms and related literary criticism; and to demonstrate skill in literary analysis.

**B. STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. Name major elements of poetry according to the terminology commonly used in the analysis of poetry.

   b. Identify and define correctly common verse forms and major types of poems.

   c. Read assigned works of poetry with identification of literal and implied meaning of the text.

   d. Analyze works of poetry in class discussion to determine content, the effect of metrical form and rhyme on meaning and effect, and how diction and tone contribute to thematic coherence.

   e. Write analytically and critically about assigned readings and demonstrate competence in use of the tools of literary analysis.
f. Read poetry from anthologies that include a broad range of multicultural experiences.

g. Present or perform poems to encourage the aural experience of poetry.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Evaluation of homework assignments
2. Evaluation of written essays
3. Evaluation of quizzes
4. Evaluation of mid-term exam

B. SUMMATIVE ASSESSMENT
1. Evaluation of poetry reading/performance
2. Evaluation of final exam
3. Evaluation of final essay
Proposal Impact

ENGL 114 Introduction to Poetry
**Periodic Review**
Michelle Christopherson

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
Modesto Junior College
ENGL 116 Course Data Summary Report

ENGL 116 - Introduction to Drama
Action Type: Periodic Review
Effective:
Primary Author: Emily Malsam
Other Author(s):
CC Representative Approval By:
CC Staff Review By:
Division Dean Approval By:

3 Units

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 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
ENGL 116

Introduction to Drama 3 Units

Analysis and discussion of selected plays from classical Greek period to present. 

Prerequisite: Satisfactory completion of ENGL 50, or equivalent placement by MJC assessment process

Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours

Grading: A-F or P/NP - Student choice Transfer: CSU, UC

General Education: C (CSU-GE: C2) (IGETC: B:)

II. LEARNING CONTEXT

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:

A. COURSE CONTENT

1. Required Content:

   a. Historical development of drama (e.g., Greek and Roman drama, European miracle and mystery plays, commedia del arte, renaissance drama, naturalism, etc.

   b. Elements of drama

      i. setting

      ii. plot: conflict, pacing, resolution

      iii. characterization

      iv. theme

   c. Methods of analyzing drama

      i. interrelationship of elements (e.g., effect of character on plot, setting used as metaphor, symbolism to communicate theme, etc.)

      ii. recognition of symbol and metaphor

      iii. recognition of recurring themes and motifs

      iv. means of establishing character and showing change of character (e.g., dialogue, character implied by action, costume)

      v. recognizing theme or idea: implicit and explicitly stated themes

   d. Technique, convention, and form of academic writing about literature
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process.

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to the conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   1. Assign reading: texts of drama and selections, supplementary reading in literary criticism or history
   
   2. Lecture on literary works, history of the development of drama and writing about literature
   
   3. Direct class discussion of works of drama
   
   4. Assign literary and/or historical analysis essays
   
   5. Discuss model student writing as needed
   
   6. Play recordings or show films and video presentations, or take students to live dramatic performances
   
   7. Compile and administer essay examinations of text comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading
   
   8. Lecture about works of drama noting information offered about the elements of drama and techniques and approaches useful in the analysis of drama
   
   9. Ask students to evaluate the validity or accuracy of judgments made by other class participants

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
Students typically will be assigned:

a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking

a. Write an MLA essay that describes the transformation of Doctor Faustus from Christopher Marlowe's *The Tragical History of the Life and Death of Doctor Faustus*.

b. Analyze Nora Helmer's character from Henrik Ibsen's *A Doll House* in an MLA essay.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

   analyse and discuss selected plays from classical Greek period to present.

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

1. **Required Learning Goals**
   *Upon satisfactory completion of this course, the student will be able to:*

   a. Name the major elements of drama according to the terminology commonly used in the analysis of drama

   b. Summarize the historical development of drama

   c. State the names of the most common types of dramatic forms

   d. Identify the meanings of and concepts behind the terms commonly used in analysis and discussion of drama (e.g., mood, setting, characterization, theme, conflict, plot and subplot) and the terms used to describe the most common types of drama

   e. Read assigned works of drama with the ability to identify the literal and implied meanings of the text

   f. Analyze works of drama and state in class discussion
a. the relationship of form to purpose and content in various types of dramas  
b. the development of character and the use of character in drama (e.g. as archetype, symbol, foil, etc.)  
c. the elements of plot development and use of subplot in drama  
d. the establishing and maintenance of tone through style and setting  
e. the coalescence of elements to form a coherent unit and establish theme  

Write analytically and critically about assigned reading, including  
a. stating thesis and explaining how a given passage relates to a larger work or to other works of the same writer, showing how a particular work reflects a stage in the development of the drama, pointing out the way a particular work used symbolism to express theme or to supply a unifying motif.  
b. demonstrating competent writing skills appropriate to academic expository writing (e.g., unity, coherence, reasonable freedom from sentence and spelling errors).  
c. demonstrating the soundness of thesis by offering specific evidence from works under discussion, related works, information from class lecture or readings about the art of drama.  

h. Read assigned works that cover a broad range of multicultural experiences.

IV. METHODS OF ASSESSMENT (TYPICAL)  

A. FORMATIVE ASSESSMENT  
1. Quizzes  
2. Daily or Weekly Journals  
3. Written Daily Responses  
4. Literary Analysis Essays  
5. Historical Analysis Essays  

B. SUMMATIVE ASSESSMENT  
1. Written Comprehensive Examination  
2. Final Comprehensive Essay
Proposal Impact

ENGL 116 Introduction to Drama
**Periodic Review**
Emily Malsam

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Shakespeare Academy null *New Program*
ENGL 131 - Introduction to World Literature to 1500  
3 Units

Action Type: Course Revision Major
Effective:
Primary Author: Michael Smedshammer
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record

ENGL 131

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 131  Introduction to World Literature to 1500 3 Units
Classical and medieval literature including historical backgrounds and reading in Asian, Middle Eastern, and European cultures.
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Units covering earlier periods of world literature, such as
      i. The Homeric Epics
      ii. Greek Drama
      iii. The Roman Epic
      iv. Asian and Middle Eastern literature, such as
         a. Indian
         b. Chinese
         c. Arabian
         d. Persian
      v. Medieval European literature, such as
         a. Medieval Epic Poetry
         b. Medieval Romance
         c. Medieval Allegory

B. ENROLLMENT RESTRICTIONS

   Prerequisites

Meeting Date: EFFECTIVE: Summer 2010
Printed on: 03/26/2009 03:51 PM
1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

3. **Requisite Skills**

   Before entering the course, the student will be able to:
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to the conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   Instructors of the course might conduct the course using the following method:

   1. Assign appropriate readings
   
   2. Direct class discussion (e.g. class analysis of reading selections)
   
   3. Lecture
   
   4. Create challenging assignments that demand complex thought
   
   5. Administer examinations and quizzes
   
   6. Evaluate student essays

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

      Time spent on coursework in addition to hours of instruction (lecture hours)

      a. Students are typically assigned

      i. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

      ii. out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
iii. preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

   a. Second Essay and Presentation Assignment

   i. Essay

   a. For your second essay, I would like you to take a broader look at the readings we have covered this semester. Whereas your first paper looked closely at a single aspect of a single work, the second paper should look at a single, recurring theme or aspect of three or four works, with particular emphasis on how the works reflect the time and culture in which they were written. For example, you could look at the way women are portrayed in different texts, or you could analyze what makes someone heroic in different cultures. Philosophy and religion have certainly dominated many of our readings—what emerges from comparing different pieces? We have seen differences in the creative, innovative ways writers present their work—what are some of these innovations and how are they important to the themes and arguments the authors present? What ideas emerge about self identity from different cultures? What about different time periods?

   b. You must have a strong thesis (your main point) up front, somewhere in the first page of your paper. Don’t simply point out interesting ideas about the work you’re analyzing—explain why these details are important. Keep the “so what?” question going in your mind. In other words, as you give your examples, explain why they are important, what makes them significant, how they relate to your thesis, why you’re bothering to point them out at all. Doing so forces you to analyze your thoughts deeply, which leads to better writing.

   c. Due: on the night you give your presentation (see below).

   ii. Presentation

   a. Explain to the class what you wrote in your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you've written the paper, what other ideas come to mind that you did not have time (or space) to write about?

   b. You must create an OUTLINE for your presentation, which you will turn in to me along with your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you've written the paper, what other ideas come to mind that you did not have time (or space) to write about?

   c. You can present your paper in a number of ways:

   a. You could distribute the outline to the class to follow along.

   b. You could read short parts of your paper (I'd rather you not read the whole thing, but you can if you need to) and paraphrase the rest.

   c. Use PowerPoint or the overhead.

   d. Burn a DVD and play a recording of your presentation. We can watch it in class.

   e. Record and then upload your presentation to YouTube. We can watch it in class.

   f. What other possibilities can you imagine? Check with me and I’ll try to make it happen.

   d. Have two questions prepared (photocopies on a handout would be a good idea) to ask
the class. After having written your paper, what questions remain for you about your topic? What new questions came up in the process of writing the paper? Make them honest, real questions. You do not need to know the answers yourself, but you should have some possibilities to suggest.

e. Whatever you do, rehearse your presentation several times in advance. Often, the best presentations appear casual, as if the presenter were merely just thinking up these ideas, but in fact the easy manner comes from much practice and rehearsal. Try presenting it to a mirror or to your best friend or family members. The more you've done it, the smoother things will go in class. And think of us, your audience, as interested supporters of your work—we are not there to scare you!

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

analyze and evaluate major works of world literature written before 1500.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Demonstrate the ability to identify and define literary techniques relevant to the study of world literature up to 1500.

b. Demonstrate the ability to describe genres, periods, and themes relevant to the study of world literature up to 1500.

c. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of world literature up to 1500.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Participation in class discussion

2. Quizzes
3. Examinations
4. Essays
5. Presentations

B. SUMMATIVE ASSESSMENT

1. In-class final exam
Proposal Impact

ENGL 131 Introduction to World Literature to 1500
**Course Revision Major**
Michael Smedshammer

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 132 - Introduction to World Literature (1500 to Present) 3 Units

Action Type: Course Revision Major
Effective:
Primary Author: Michael Smedshammer
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

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

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These items have continuing value because:

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Enrollment Restrictions & Advisories

Advisory:
Prerequisite: ENGL 50 Successful completion of English 50
I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ENGL 132**  
*Introduction to World Literature (1500 to Present)*  
3 Units

Formerly listed as: ENGL - 132: Intro to World Lit (1500 to Present)
ENGL 132 is a continuation of ENGL 131, reading from the renaissance to contemporary literatures of Asian, Middle Eastern, European, and Latin American cultures. Note: students do not have to have taken ENGL 131 to enroll in ENGL 132.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC  
**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Units dealing with later periods of world literature, such as

      i. Renaissance Literature

         a. Lyric Poetry

         b. The Prose Tale

         c. Satire

         d. The Essay

      ii. Neo-Classical Literature

         a. Philosophy

         b. Fables

         c. Drama

         d. Satire

      iii. Rise of Romanticism

         a. Autobiography

         b. Drama
iv. Rise of Realism and Social Criticism
   a. Drama
   b. Short Story
   c. Novel

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 50.

2. Advisories
   Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. HOURS AND UNITS

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3 Units

D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:

1. Assign appropriate readings
2. Direct class discussion (e.g. class analysis of reading selections)
3. Lecture
4. Create challenging assignments that demand complex thought
5. Administer examinations and quizzes
6. Evaluate student essays
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Students are typically assigned
      i. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
      ii. out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
      iii. preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Second Essay and Presentation Assignment

      i. For your second essay, I would like you to take a broader look at the readings we have covered this semester. Whereas your first paper looked closely at a single aspect of a single work, the second paper should look at a single, recurring theme or aspect of three or four works, with particular emphasis on how the works reflect the time and culture in which they were written. For example, you could look at the way women are portrayed in different texts, or you could analyze what makes someone heroic in different cultures. Ideas about one's purpose in life have come up in many works--what emerges from comparing different pieces? We have seen differences in the creative, innovative ways writers present their work--what are some of these innovations and how are they important to the themes and arguments the authors present? What ideas emerge about self identity from different cultures? What about different time periods

      ii. You must have a strong thesis (your main point) up front, somewhere in the first page of your paper. Don’t simply point out interesting ideas about the work you’re analyzing--explain why these details are important. Keep the "so what?" question going in your mind. In other words, as you give your examples, explain why they are important, what makes them significant, how they relate to your thesis, why you’re bothering to point them out at all. Doing so forces you to analyze your thoughts deeply, which leads to better writing.

      iii. Due: on the night you give your presentation (see below).

b. Presentation

   i. You could distribute the outline to the class to follow along. Explain to the class what you wrote in your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you've written the paper, what other ideas come to mind that you did not have time (or space) to write about?

   ii. You must create an OUTLINE for your presentation, which you will turn in to me along with your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you've written the paper, what other ideas come to mind that you did not have time (or space) to write about? You can present your paper in a number of ways:

      a. You could distribute the outline to the class to follow along.

      b. You could read short parts of your paper (I'd rather you not read the whole thing, but you can if you need to) and paraphrase the rest

      c. Use PowerPoint or the overhead

      d. Burn a DVD and play a recording of your presentation. We can watch it in class

      e. Record and then upload your presentation to YouTube. We can watch it in class

      f. What other possibilities can you imagine? Check with me and I'll try to make it happen.
iii. Have two questions prepared (photocopies on a handout would be a good idea) to ask the class. After having written your paper, what questions remain for you about your topic? What new questions came up in the process of writing the paper? Make them honest, real questions. You do not need to know the answers yourself, but you should have some possibilities to suggest.

iv. Whatever you do, rehearse your presentation several times in advance. Often, the best presentations appear casual, as if the presenter were merely just thinking up these ideas, but in fact the easy manner comes from much practice and rehearsal. Try presenting it to a mirror or to your best friend or family members. The more you've done it, the smoother things will go in class. And think of us, your audience, as interested supporters of your work—we are not there to scare you!

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

analyze and evaluate major works of world literature written after 1500.

B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Demonstrate the ability to identify and define literary techniques relevant to the study of world literature from 1500 to present.

   b. Demonstrate the ability to describe genres, periods, and themes relevant to the study of world literature from 1500 to present.

   c. Demonstrate the ability to describe genres, periods, and themes relevant to the study of world literature from 1500 to present.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Participation in class discussion

2. Quizzes
3. Examinations
4. Essays
5. Presentations

B. **SUMMATIVE ASSESSMENT**

1. In-class final exam
Proposal Impact

ENGL 132 Introduction to World Literature (1500 to Present)
**Course Revision Major**
Michael Smedshammer

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 135 - Survey of American Literature to 1850

Action Type: Periodic Review
Effective:
Primary Author: Deborah Gilbert
Other Author(s):

Transfer and GE Status
CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements
Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**ENGL 135**  
Survey of American Literature to 1850 3 Units

Formerly listed as: ENGL - 135: American Literature to 1850
Survey of American literature from its beginning to mid-nineteenth century.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

Field trips might be required.  **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Units dealing with earlier periods of American literature

      i. The Puritan Era

      ii. The Early National Period

      iii. The Romantic Age

      iv. Technique, convention, and form of academic writing about literature

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

3. **Requisite Skills**

   Before entering the course, the student will be able to:

   a. Comment on and analyze reading selections in directed class discussions.

   b. Write compositions as assigned, employing sound rhetorical and organizational skills.

   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign reading: texts of literary works and selections, supplementary reading in literary criticism or history;

2. Lecture on literary works, literary periods, and writing about literature;

3. Analyze American literature in context of the period’s literary and cultural conventions determining the degree to which and the way in which a given work reflects its time and milieu, and formulating judgments about the way in which a given selection is (or is not) typical of works of the same writer or milieu.

4. Direct class discussion of works;

5. Assign essays;

6. Lead discussion of model student writing as needed;

7. Present audio recordings, video presentations or films;

8. Administer exams to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Students typically will be assigned:

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;

   3. Preparation for in-class essays, quizzes and exams, such as midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   Since the beginning of European presence in America, small but powerful groups have developed foundational political, economic, and social structures that have defined life for the rest of society. However, when those structures proved to be limiting or became intolerable, individuals and communities have always found ways to intervene in them; one
way is through works of imagination (fiction, poetry and plays). Pick a specific group that lived and worked in America during the period we have covered in class (the seventeenth, eighteenth and early nineteenth centuries) and explore and analyze the way that group used literature to intervene in the prevailing political, economic and social structures of the times.

The stories that communities produce and embrace often express more about that community’s values and goals than anything else. Mary Rowlandson’s captivity narrative, for instance, reveals the Puritan’s racism and reliance on God, and how both qualities are tools for expansionism. We also saw how the Transcendentalists and Dark Romantics responded to massive social changes to make those disruptions palatable and to issue warnings respectively. In this essay, please focus on the Slave Narrative: briefly describe this tradition, discuss the historical context out of which it grew, and discuss what the stories reveal and conceal about the communities that embraced the slave narrative.

The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
In groups of four students present a Native American tale to the class. Other students should not have read the tale, and the presenting group can offer the presentation any way they wish; they can read the story, act it out or make a video. Once the tale is presented, the group should lead a brief class discussion about it.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

identify and describe the major American genres and authors from the beginning of the tradition to the mid-nineteenth century.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Name persons and events of historical significance that have influenced the course, content and development of American literature, and, more generally, describe the relationship between American literature and the history of the United States.

b. Describe the significance of American literature as a record of the development of American thought and of distinctive aspects of American life, both of which the literature not only reflects but has often anticipated and at times profoundly influenced.

c. Identify the major American literary genres (e.g., sermon, journal, drama, short story, novel, and main forms of lyric and narrative poetry), define the genres' typical characteristics, identify examples of them, specify their period in American history and describe the relationship between form and specific historical, philosophical and cultural context.

d. Match the names of specific major writers to the period in American literary history in which they flourished and to specific works or literary genres for which they are famous.
e. Define the literary and historical terms commonly used in analysis and discussion of literature (e.g., names of major verse forms, names of main elements of narrative and dramatic writing, names of main elements of plot development, names of elements common to most literary forms, such as theme, setting, characterization or persona, symbolism).

f. Identify fundamental qualities of Puritanism, Deism, Transcendentalism, Romanticism.

g. Name and trace the occurrence of major universal themes found in American literature of various times and cultural milieu (e.g., religion, patriotism, honor, mortality, reality and illusion).

h. Read assigned works and selections from American literature with the ability to identify:
   a. their relationship to the period in which they were written;
   b. characteristics of literary form particular to genre or the literary conventions of the period;
   c. the relevance of ideas, outlooks, and expressions of feeling to the students' own life experiences.

i. Write analytically and critically about assigned readings with the ability to:
   a. formulate judgments (stated in theses in written exercises) demonstrating the soundness of their conclusions by calling up relevant information and sufficient evidence from their observations.
   b. explain the relationship of a given passage to a whole work, the way in which a given selection reflects the spirit or philosophy of an age, the way in which ideas or outlook of a given work parallel or differ from those of another work on the same theme, relevance of a general statement of literary criticism to a specific selection;
   c. demonstrate competent writing skills appropriate to academic expository writing (e.g., unity, coherence, reasonable freedom from sentence and spelling errors);
   d. avoid extended plot summary and demonstrate the soundness of theses by offering specific evidence from the works themselves and from information provided in lecture and reading about American literature, cultural and social history, literary form, and literary criticism.
   d. think critically about works that illustrate the variety of cultures within the American experience.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Assigned essays
2. Formal testing
3. Journal writing
4. Observation in class discussion

B. SUMMATIVE ASSESSMENT

1. Final exam
2. Final written essay
Proposal Impact

ENGL 135 Survey of American Literature to 1850
**Periodic Review**
Deborah Gilbert

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 136 - Survey of American Literature: 1850 to the Present

Action Type: Course Revision Major

Effective:

Primary Author: Deborah Gilbert

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**
The following information will appear in the 2010 - 2011 catalog

**ENGL 136**  
Survey of American Literature: 1850 to the Present 3 Units

Formerly listed as: ENGL - 136: American Literature: 1850 to the Present  
Survey of American literature from mid-nineteenth century to the present.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC

**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**
   
   1. Units dealing with later periods of American Literature
      
      a. Realism
      b. Naturalism
      c. Modernism
      d. Post-Modernism

   2. Technique, convention, and form of academic writing about literature

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50 .

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

3. **Requisite Skills**
   
   Before entering the course, the student will be able to:
      
      a. Comment on and analyze reading selection in directed class discussions.
      b. Write compositions as assigned, employing sound rhetorical and organizational skills.
      c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign readings: texts of literary works and selections, supplementary reading in literary criticism or history;

2. Lecture on literary works, literary periods, and writing about literature;

3. Analyze American literature in context of the period’s literary and cultural conventions determining the degree to which and the way in which a given work reflects its time and milieu, and formulating judgments about the way in which a given selection is (or is not) typical of works of the same writer or milieu

4. Direct class discussion of works;

5. Assign essays;

6. Lead discussion of model student writing as needed;

7. Present audio recordings, video presentations or films;

8. Administer exams to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading.

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Students typically will be assigned:

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;

   3. Preparation for in-class essays, quizzes and exams, such as midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   For an introduction to Imagism and the Modernist era, bring various "subjects" to class. (i.e.
silk Japanese shoes, a rose, a starfish, a twig, an old Japanese fan). Ask the students to choose one and to write down a list of images they experienced from studying the item (anything that appealed to the senses). Talk about H.D., Pound, Amy Lowell, Flint, and Adington and their imagist poems. Listen to Pound, HD, and Stein read their poetry. Read Pound's "Retrospect" in which he gives three characteristics (requirements) for an imagist poem. Finally ask students to use their list of concrete details to form a poem Pound might approve of. You might hold a poetry reading during the next class period and/or "publish" poems on the wall.

The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:
The Civil Rights Movement inspired other rights and identity movements as well as a movement for relevant curricula (i.e. academic offerings that meet the interests of a diverse student body); literary departments and anthologies have changed to reflect both trends. Briefly review the main themes of the Civil Rights Movement as well as the rights and identity movements that followed, and then choose specific texts from two literary traditions (Mexican American, Native America, and/or Asian American) and discuss how and why specific writers build an ethnic identity by means of the stories they tell.

Protesters not only used teach-ins, sit-ins, and marches in the twentieth century to create and promote social awareness, but some individuals used writing as a tool to criticize prevailing social, economic, and political inequities in American society. Write an essay in which you discuss them as a literature of protest drawing one of the following works/individual from each category into your analysis: essays by Rachel Carson or Wallace Stegner; essays by Betty Freidan or Phyllis Schlafly; Clifford Odets’ Waiting for Lefty or John Steinbeck’s Of Mice and Men; a poem by Allen Ginsberg or a selection by Jack Kerouac.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**

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

   identify and describe the major American genres and authors from 1850 to the present

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

   a. Name persons and events of social and historical significance that have influenced the course, content and development of American literature, and, more generally, describe the relationship between American literature and the history of the United States.

   b. Describe the significance of American literature as a record of the development of American thought and of distinctive aspects of American life, both of which the literature not only reflects but in the past has often anticipated and at times profoundly influenced.

   c. Identify the major American literary genres (e.g., short story, autobiography, novel, drama, satire, and main forms of lyric, dramatic, and narrative poetry), define the genres’ typical
characteristics, identify examples of them, specify their period in American history and describe
the relationship between form and specific historical, philosophical and cultural context.

d. Match the names of specific major writers to the period in American literary history in which they
flourished and to specific works or literary genres for which they are famous.

e. Define the literary and historical terms commonly used in analysis and discussion of literature
(e.g., names of major verse forms, names of main elements of narrative and dramatic writing, names of main elements of plot development, names of elements common to most literary
forms, such as theme, setting, characterization or persona, symbolism).

f. Identify fundamental qualities of Romanticism, Realism, Naturalism, Modernism,
Post-Modernism

g. Name and trace the occurrence of major universal themes found in American literature of
various times and cultural milieux.

h. Read assigned works and selections from American literature with the ability to identify
a. their relationship to the period in which they were written,
d. characteristics of literary form particular to genre or the literary conventions of the period,
g. the relevance of ideas, outlooks, and expressions of feeling to the students' own life
experiences.

i. Write analytically and critically about assigned readings with the ability to
a. formulate judgments (stated as theses in written exercises) demonstrating the soundness of
their conclusions by calling up relevant information and sufficient evidence from their
observations
b. explain the relationship of a given passage to a whole work, the way in which a given
selection reflects the spirit or philosophy of an age, the way in which ideas or outlook of a given
work parallel or differ from those of another work on the same theme, relevance of a general
statement of literary criticism to a specific selection,
c. demonstrate competent writing skills appropriate to academic expository writing, (e.g., unity,
coherence, reasonable freedom from sentence and spelling errors),
d. avoid extended plot summary and demonstrate the soundness of theses by offering specific
evidence from the works themselves and from information provided in lecture and reading about
American literature, cultural and social history, literary form, and literary criticism,
e. think critically about works that illustrate the variety of cultures in the American experience.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Observation in class discussion

2. Assigned essays

3. Formal testing

4. Journal writing

B. SUMMATIVE ASSESSMENT

1. Final written essay

2. Final exam
Proposal Impact

ENGL 136 Survey of American Literature: 1850 to the Present
**Course Revision Major**
Deborah Gilbert

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 137 - Survey of English Literature to the 18th Century

Action Type: Course Revision Major

Effective:

Primary Author: Jillian Daly

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1501.00  SAM Code:  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

Advisory:
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record
ENGL 137

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 137  Survey of English Literature to the 18th Century  3 Units
Formerly listed as: ENGL - 137: Survey of English Lit to 18th Century
Survey of English literary history from the Anglo-Saxons to the Eighteenth Century with
detailed study of the writings of Chaucer, Marlowe, Spenser, Shakespeare, Milton, and others.
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily
complete ENGL 101 and ENGL 102
Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   1. Reading dealing with early periods of English literature:
      A. Anglo-Saxon
         a. From the oral tradition to the written text
            i. The role of the poet (scop)
            ii. Poetic devices (alliteration, kenning, litotes, etc.)
      b. Anglo-Saxon culture and values
         i. The lord and his thanes
         ii. The ideal hero/warrior
         iii. The role of women
         iv. Feuds, peace-weaving, and gift-giving
         v. Christian and pagan religious elements
      B. Anglo-Norman
         a. The cultural and literary impact of the Norman Invasion
            i. The influence of French romances
            ii. Courtly love
            iii. The legend of King Arthur
            iv. Christian and pagan religious elements
         b. Estates satire/Chaucer
      C. Renaissance
         a. Renewed interest in the classics (Greek and Latin)
         b. The Reformation and its impact on literature
         c. The rise of the court, the courtier, and Queen Elizabeth
         d. The sonneteers and the Italian and English sonnet forms
         e. Shakespearean drama
      D. Seventeenth Century
         a. Metaphysical poetry
         b. The impact of the Civil War and the Restoration
            i. The "Culture Wars": Cavalier poets v. Puritans
         c. The "Glorious" Revolution
         d. Augustan Style

2. Technique, convention, and form of academic writing about literature
   A. Forming an interpretation
   B. Supporting an interpretation/avoiding simple plot summary
C. Observing conventions
   a. Using literary present tense
   b. Using MLA style to cite and format quotations
   c. Integrating quotations effectively
   e. Documenting sources and avoiding plagiarism

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 50.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:

1. Assign reading: texts of literary works and selections, supplementary reading in literary criticism or history.
2. Direct class discussion of literary works, literary periods, and writing about literature.
3. Direct class discussion of assigned readings.
4. Create written assignments on discussions and readings.
5. Facilitate examination of selections from British literature in relation to literary conventions and world view of the age in order to a) determine how a work reflects its age; b) explain how a work is (or not) typical of works of the same writer or age; c) demonstrate the validity of a thesis with evidence (from literary selections or other sources, information about literary, philosophical, or cultural history); and d) evaluate the ideas of other class participants.
6. Encourage the formulation of judgments (stated as written theses) about the themes and ideas in the literature of various historical periods basing conclusions on an examination of the literature of the
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students typically will be assigned
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   3. Preparation for in-class essays, quizzes and exams, such as a midterm or final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

      English 137: Essay #1

      Assignment: Respond to one of the topics below and write an analytic essay that makes an argument about one or two of the major works we have read so far (Beowulf and/or Sir Gawain). Strive for a well-organized, well-supported essay that gives thoughtful attention to the implications of textual details.

      A. The Medieval Hero: Analyze the heroism of the main character in either or both stories. You might build upon Joseph Campbell’s general concepts about heroism and argue whether or not Beowulf (and/or Sir Gawain) is a spiritual hero. In studying the virtues of the hero, you should also point out the cultural ideals those virtues imply. You will also want to consider how the narrator may add complexity to your assessment of heroism. Another approach to this topic is to compare and contrast Beowulf and Sir Gawain to make an argument about what their differences suggest about the cultures writing about them.

      B. The Role of Women: Analyze the role of women in either or both poems. It may be interesting to note that both heroes, Beowulf and Sir Gawain, are challenged by powerful women. Look at how a couple or a few female characters are portrayed and make an argument about what their depiction suggests about their culture’s values. It will help to consider whether those characters are portrayed in a negative or positive light (or some shade in between) and to explain how those impressions are conveyed to the reader, and why.

   2. The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

      Directions: Respond to the prompt below in a fully developed essay and focus your answer by using specific and detailed examples from the different texts you use.

      England seems especially proud of its literary heritage, but a study of early English literature reveals that its writings are not as original or as uniquely English as one might suppose. Instead, it reveals a wide array of influence from other cultures. In other words, the genres, conventions, and/or themes of English authors have been borrowed and reshaped into new forms. Choose three of the texts we’ve studied (one must be Anglo-Saxon, one must be Anglo-Norman, and one must be Renaissance), and discuss the ways in which its authors seem influenced by other cultures and yet appear to have created works that could still be said to be uniquely English at the same time. Be sure to use specific details in your response.

F. TEXTS AND OTHER READINGS (TYPICAL)

2. **Other:** A modern translation of Chaucer's Canterbury Tales, such as the Penguin Classics edition, 2003.

### III. DESIRED LEARNING

#### A. COURSE GOAL

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

- discuss the literary, historical, and cultural significance of a wide selection of important works of English literature (from its beginnings to the Eighteenth Century).

#### B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Identify examples of major literary genres encountered in British literature (e.g., epic, tragedy, morality play, short story, novel, and main forms of lyric poetry such as sonnet, ode, pastoral, etc.).

   b. Name the period in British literary history when a given literary genre flourished.

   c. Match major writers to the period in British literary history in which they flourished and specify works for which they are famous.

   d. Identify the meanings of the terms commonly used in analysis and discussion of literature.

   e. Identify by name the major stages in the development of the English language.

   f. Identify the persons and events of social and historical importance that have influenced the course of English language and British literature.

   g. Trace the occurrence of major themes found in British literature of various ages (e.g., honor, mortality, reality and illusion).

   h. Read assigned works and selections from British literature and explain the following:
      1. The literal meaning of sentences and passages written in an older form of English or which use archaic vocabulary.
      2. The ideas and characteristics of literary form that are particular to their cultural or historical setting and to the genre or literary conventions of the period.
      3. The relationships of literary form to theme or to philosophical or cultural outlook.
      4. The literal meanings implied by such metaphorical use of language as satire, allegory, and symbolism.
      5. The recurrence of themes, ideas, and values of major periods in British literary history.
      6. The relevance of textual material to their own life experiences.

   i. Write analyses of assigned readings. In their writing students will be able to achieve the following:
      1. To state a work's thesis and explain the relationship of a given passage to a whole work; explain the way in which a given selection reflects the spirit of values of an age; explain the way in which ideas or attitudes of a given work parallel or differ from those of another work on the same theme; apply a general statement of literary criticism to a specific selection.
      2. To demonstrate writing skills appropriate to academic expository writing, (e.g., unity, coherence, few, if any, grammatical errors and errors in spelling and punctuation).
      3. To argue a thesis by offering specific evidence from the works themselves and from information provided in lecture and secondary sources.

2. **Recommended Learning Goals**

   *Upon satisfactory completion of the course (when the related recommended content is covered) the student will*
be able to:

a. Experience and better appreciate the theatrical aspects of a dramatic performance or the historical context of a literary period (through film or field trip).

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes
2. Midterm Exam
3. Written Assignments (analytical essays, summaries, close readings.)
4. Journal Writing

B. SUMMATIVE ASSESSMENT

1. Final Exam
2. Final Essay
Proposal Impact

ENGL 137 Survey of English Literature to the 18th Century
**Course Revision Major**
Jillian Daly

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Shakespeare Academy null *New Program*
ENGL 156 Course Data Summary Report

ENGL 156 - The Bible As Literature: The Hebrew Canon and Intertestamental Writings

Major

Effective:

Primary Author: Jennifer Hamilton

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 Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 
SAM Code: 
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: ENGL 50
OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 156 The Bible As Literature: The Hebrew Canon and Intertestamental Writings 3 Units

Formerly listed as: ENGL - 156: The Bible As Literature-The Hebrew Canon
Literary criticism and an appreciation of historical background and textual transmission of selected books of the Hebrew Bible (Old Testament) and Intertestamental Writings (also known as the Apocrypha) in translation

Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to have eligibility for ENGL 101.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Introduction: The critical approaches to the Bible and their strengths and weaknesses.

   b. The Hebrew Bible in translation

      i. Theories regarding the authorship of the Pentateuch; Etiology.

      ii. From Canaan to Kingdom; Judges, Samuel and Kings

         a. Deborah, Samson and Gideon

         b. Saul, David and Solomon

      iii. The Pre-Exilic prophets: divided kingdom and foreign intrigue

         a. Amos, Hosea, Isaiah (1-39), Micah

         b. Zepheniah, Nahum, Habbakuk

         c. The Deuteronomic Reform and the reaction of Jeremiah

      iv. The Exile

         a. Ezekiel: new directions in Judaism

         b. Deutero-Isaiah (40-55): vicarious suffering

      v. The Return: post-Exilic legalism and separatism
a. Haggai and Zechariah  
b. Ezra and Nehemiah  

vi. Hebrew Poetry  
a. Psalms  
b. Song of Solomon  

vii. Wisdom Literature: Secularized religion  
a. Song of Songs: Sensational Motifs  
b. Proverbs, Sirach: Wisdom in Parallelism  
c. Ecclesiastes: Treatise “On Pessimism”  

viii. Early Jewish Novella Writing  
a. Jonah, Ruth  
b. Esther, Judith  

ix. Apocalyptic Revolt  
a. 1 and 2 Maccabees  
b. Daniel  

B. ENROLLMENT RESTRICTIONS  

1. Prerequisites  
   Satisfactory completion of ENGL 50.  

2. Advisories  
   Before enrolling in this course, students are strongly advised to have eligibility for ENGL 101.  

3. Requisite Skills  
   Before entering the course, the student will be able to:  
   a. Write compositions as assigned, employing sound rhetorical and organizational skills.  
   b. Write clear introductions, theses, body paragraphs, and conclusions in essays.  
   c. Use a variety of academic sentence structures.  
   d. Adhere to the conventions of standard edited English.  
   e. Revise and improve essay drafts.  

C. HOURS AND UNITS  

Curriculum Committee Agenda  
Division: Literature & Language Arts  

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign readings of Biblical texts and authoritative writings about the texts,
2. Direct class discussions about the texts,
3. Play recordings or show film and video presentations,
4. Facilitate the preparation and presentation of group or individual projects,
5. Administer essay or objective examinations to test ability to analyze, criticize, and show understanding of the assigned readings.
6. Facilitate the examination of selections from the Hebrew Bible and the Intertestamental Writings, a. determining the way in which the ideas of the passages reflect the historical period, b. demonstrating the validity of the argument in support of their theses by using specific, relevant evidence, c. evaluating the validity of the arguments in support of theses made by other class participants.
7. Facilitate the formulation of theses about the recurrence of themes and ideas in the various books of the Hebrew Bible and the Intertestamental Writings, a. basing conclusions on an examination of the texts and on current research, b. demonstrating the soundness of their theses with sufficient, relevant Biblical evidence, c. judging other points of view objectively.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Students will typically be assigned

1. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
2. out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
3. preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*

- Sample Exam questions:
  - What problems might scholars have faced in trying to compile a reliable text of the Hebrew Canon?
  - Discuss oral tradition and its relationship to the Hebrew Canon.
  - Identify regions on a map of ancient Israel and Palestine.

- Sample Essay Questions:
  - Discuss the challenges a post-modern american faces when reading ancient
near-eastern texts.

- How can modern scholarship help us better understand the Hebrew Canon? Discuss ways to distinguish essential religious experiences with these texts from secular, or academic, experiences with these texts. What are the strengths and weaknesses of each? How can devout scholars keep them separate?

- Discuss the impact of genre studies on the Hebrew Canon. How does this classification impact a reader's interpretation of text.

F. TEXTS AND OTHER READINGS (TYPICAL)


5. Other: [Although they have not been reissued as new editions, all of the following textbooks are still in print and commonly in use for this course at the college level. As these books represent the foundational scholarship for study in this field, students transferring with this course would be expected to have read (or be familiar with) these specific texts and/or the material reprinted therein.]

III. DESIRED LEARNING

A. **COURSE GOAL**

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

demonstrate the ability to identify and define literary techniques relevant to the study of the Hebrew Canon, mythology, and the oral tradition; demonstrate the ability to describe genres, periods, and themes relevant to the study of the Hebrew Canon, mythology, and the oral tradition; and demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of the Hebrew Canon, mythology, and the oral tradition.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. State the effects of translation on Biblical texts,

   b. State the distinction between a literal and symbolic reading of Biblical texts,

   c. Identify the various literary genres in the Hebrew Bible and intertestamental writings, such as Hebrew poetry, prophecy, history, narrative, law, biography, epistle, psalms, and apocalypse,

   d. Identify the major Hebrew Bible and intertestamental personalities and their contributions to the writings and events of their times, people such as Abraham, Moses, David, Solomon, Jeremiah, Isaiah, Ruth, Deborah, Judith, etc.

   e. Identify the major historical Biblical events, such as the passover, the wilderness wanderings, the union of the twelve tribes under David, the split of twelve tribes into two separate states, the Babylonian captivity, the Maccabean War, etc.,
f. Analyze and criticize the Hebrew Bible with theses that demonstrate an understanding of the
criticize the Hebrew Bible with theses that demonstrate an understanding of the
writings (e.g., note salient literary characteristics of particular passages, compare and/or
criticize the Hebrew Bible with theses that demonstrate an understanding of the
contrast different passages, demonstrate trends in themes, etc.)
criticize the Hebrew Bible with theses that demonstrate an understanding of the


g. Analyze Biblical texts according to a variety of critical approaches, such as feminist criticism,
criticize the Hebrew Bible with theses that demonstrate an understanding of the
source criticism, narrative criticism, etc.,
criticize the Hebrew Bible with theses that demonstrate an understanding of the

h. Demonstrate clear, effective writing skills, (e.g., unity, coherence, specificity, directness,
criticize the Hebrew Bible with theses that demonstrate an understanding of the
conciseness, etc.)
criticize the Hebrew Bible with theses that demonstrate an understanding of the

i. Demonstrate logical thinking in their theses by
Demonstrate logical thinking in their theses by
a. presenting all of the information about a particular subject, not just choosing passages that
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IV. METHODS OF ASSESSMENT (TYPICAL)
A. FORMATIVE ASSESSMENT
   1. Reading quizzes, unit exams, essays, or presentations.

B. SUMMATIVE ASSESSMENT
   1. Final essay, final presentation, and/or final exam.
Proposal Impact

ENGL 156 The Bible As Literature: The Hebrew Canon and Intertestamental Writings
**Course Revision Major**
Jennifer Hamilton

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 161 - Film Appreciation

Action Type: Course Revision Major

Effective:

Primary Author: Theron Westrope

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**  
The following information will appear in the 2010 - 2011 catalog

**ENGL 161**  
*Film Appreciation*  
3 Units  
An introductory course in film appreciation, emphasizing the development of sensitivity and critical judgment in audience response to film.  
**Prerequisite:** Satisfactory completion of ENGL 50.  
**Advisory:** Before enrolling in this course, students are strongly advised to achieve satisfactory completion of ENGL 101.  
Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC  
**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**  
*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:*

A. **COURSE CONTENT**

1. **Required Content:**
   
a. Elements of Film Appreciation include:
   
i. vocabulary of film  
ii. survey of basic film history  
iii. film conventions  
iv. basic filmmaking techniques  
v. cinematic composition  
vi. film editing  
vii. film music  
viii. setting  
ix. characterization  
x. point of view  
xi. visual imagery  
xii. theme  
xiii. film tone  
xiv. audience psychology  
xv. strategies for overcoming viewer preconceptions  
xvi. directorial style
Detailed breakdown of course topics:

- featured directors
- featured actors
- film authorship...who is the author...the writer or director
- film genres
- film in relation to the United States and international cultures
- film and ideology
- satire
- irony
- film in relation to literature
- art of screen adaptation
- documentary film
- realities of the film industry
- historical, social, political, and cultural background to the film
- how to write effectively about film.

### B. ENROLLMENT RESTRICTIONS

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50.

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to achieve satisfactory completion of ENGL 101.

3. **Requisite Skills**

   Before entering the course, the student will be able to:

   - a. Comment on and analyze reading selections in directed class discussions.
   - b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   - c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   - d. Use a variety of academic sentence structures.
   - e. Adhere to the conventions of standard edited English.
   - f. Revise and improve essay drafts.

### C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. lecture
2. film viewings
3. assigned readings: text or other writing about film or film criticism
4. analysis of films (in writing and in directed class discussions)
5. directed class discussion analyzing and evaluating assigned reading
6. directed class discussion analyzing and evaluating student writing about the films viewed

E. ASSIGNMENTS (TYPICAL)
1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Students must complete a minimum of 8,000 words of written work, composed of out-of-class essays and directed in-class writing.
   2. Students typically will be assigned weekly reading assignments of primary literature as well as supplementary reading in literary criticism or history in preparation for in-class essays, quizzes and exams, and examinations.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. In the class all students are required to apply criteria developed in class discussion, lecture, readings, and film viewings leading students to a) identify the central theme of a film; b) analyze the various cinematic techniques in the film; c) evaluate the effectiveness of each cinematic technique and appraise its contribution toward creating or communicating meaning or emotion in the film; d) examine the premise and assumptions of the film narrative; e) derive inferences from an analysis of the film's premise and assumptions; f) distinguish between what is manifest and what is subtext; g) write critical analyses with specific attention to key scenes, images, and dialogue that reinforce the meanings of the films, thereby evaluating the director's aesthetic choices.

Sample Essay Questions:

A. Bernardo Bertolucci's The Sheltering Sky is adapted from Paul Bowles' novel of the same title. In the film Bertolucci uses a variety of long shots and long takes which allow viewers to slowly observe Kit and Port as they lose their personal and cultural identities. Explain and discuss at least two scenes relevant to each character through which the director emphasizes these losses.

B. One of the major themes in Charlie Chaplin's Modern Times is Chaplin's own distaste for sound in motion pictures. Identify and discuss at least three scenes in which this viewpoint is apparent.

F. TEXTS AND OTHER READINGS (TYPICAL)
III. **DESIRED LEARNING**

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

- demonstrate the ability to analyze, in longer essays, the manner in which a given film’s formal patterns and expressed themes relate to those typically pertaining to that film’s period, genre, national/artistic movement and particular director while identifying technical devices in the domains of mise-en-scene, cinematography, editing and sound design.

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

1. **Required Learning Goals**  
Upon satisfactory completion of this course, the student will be able to:

   a. Identify the meanings of and concepts behind the terms commonly used in analysis and discussion of film (e.g. setting, theme, point-of-view, characterization, visual imagery, scenario, etc.)
   
   b. Identify and express the central thematic content of the film being studied, drawing conclusions about the director's intent
   
   c. Identify and evaluate the artistic effects of cinematic composition (e.g., camera angles, shot composition, camera movement, etc.)
   
   d. Identify and evaluate the artistic effects of film editing (e.g., manipulation of film time, association of images, pace, etc.)
   
   e. Identify and evaluate the artistic effects of film sound (e.g., for dramatic effect, to create sense of locale, to establish mood, to link scenes, to foreshadow, etc.)
   
   f. Identify and evaluate the artistic effects of scriptwriting (e.g., characterization, plot, surprise, suspense, etc.)
   
   g. Identify and evaluate the artistic effects of set and costume design (e.g., characterization, mood setting, etc.)
   
   h. Interpret the artistic devices in relation to the central thematic content of the film

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Quizzes
2. Mid-term Examination
3. Class Exercises
4. Essays

B. **SUMMATIVE ASSESSMENT**

1. Final Examination
Proposal Impact

ENGL 161 Film Appreciation
**Course Revision Major**
Theron Westrope

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Film null *New Program*
ENGL 163 - Introduction to Shakespeare

Action Type: Periodic Review

Effective:

Primary Author: James Beggs

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
ENGL 163

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 163 Introduction to Shakespeare 3 Units
A reading of six to nine representative comedies, histories, and tragedies; designed to introduce the student to Shakespeare's art.
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to Satisfactorily complete English 101 and 102.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. (CSU-GE: C2) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Dramatic and poetic conventions
   b. Physical and social conditions of the Elizabethan and Jacobean theatre
   c. Issues of preservation and transmission of Shakespeare's works
   d. Social, historical, biographical, and philosophical background relevant to the poems and plays
   e. Close reading and analysis of works by Shakespeare: five to eight plays, representative of the tragedies, comedies, histories, and romances; at least forty sonnets; a sampling of the other poetry
   f. An introduction to critical approaches to Shakespeare
   g. Multi-cultural elements of the works, from both Shakespeare's and contemporary perspectives

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

   Satisfactory completion of ENGL 50.

2. Advisories

   Before enrolling in this course, students are strongly advised to Satisfactorily complete English 101 and 102.

3. Requisite Skills
Before entering the course, the student will be able to:

   a. Comment on and analyze reading selections in directed class discussions.
b. Write compositions as assigned, employing sound rhetorical and organizational skills.
c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
d. Use a variety of academic sentence structures.
e. Adhere to the conventions of standard edited English.
f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Present lectures.
2. Assign readings.
3. Moderate class discussion.
4. Administer quizzes and/or examinations (including essay examinations).
5. Direct oral readings or dramatizations of selected passages.
6. Assign creative writing tasks to gain understanding of a literary form.
7. Show and direct discussion of films and lead field trips.
8. Assign critical and analytical writing tasks and administer workshops for drafts.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   3. Preparation for in-class essays, quizzes and exams, such as a midterm and a final.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   Imagine that you are a scholar who has discovered a manuscript that you are convinced is the work of Shakespeare. The assignment comprises the writing of three pieces: 1) a plausible scenario for how you found the ms.; 2) a defense of your find, offering internal evidence (e.g., characteristic themes and stylistic features) that the ms. is authentic; and 3) the ms. itself, that is, at least three pages of poetry in the style of Shakespeare or at least five pages of drama in Shakespeare’s style.

F. **TEXTS AND OTHER READINGS (TYPICAL)**
III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   identify major themes, stylistic features, and characters in plays and poems; describe the effect of physical conditions of Elizabethan performance venues; describe the literary, social, and historical context of the works; and write analytically and creatively in response to the works.

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

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   
a. Interpret the meaning of passages written in figurative or archaic language.
b. Name examples of Elizabethan dramatic and poetic conventions.
c. Identify major themes, situations, and characters in plays and poems.
d. Describe the relationship among plays in terms of character types, dramatic situations, image patterns, and themes.
e. Describe literary, social, and historical elements in the works.
f. Write analytically and critically about assigned readings, demonstrating writing skills appropriate to competent academic expository writing.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Quizzes.
   2. Short essays.
   3. Paraphrases and explications.
   4. Group projects.
   5. Oral presentations.

B. SUMMATIVE ASSESSMENT
   1. Final examination.
2. Research essay.
Proposal Impact

ENGL 163 Introduction to Shakespeare
**Periodic Review**
James Beggs

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Shakespeare Academy null *New Program*
ENGL 168 - Adolescent Literature
3 Units

Action Type: Periodic Review
Effective:
Primary Author: Deborah Gilbert
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
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Enrollment Restrictions & Advisories

Advisory:
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record

ENGL 168

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 168  Adolescent Literature  3 Units
Introduction to literature for adolescents (ages 9-16). Includes types of literature and forms
drawn from a variety of ethnic and cultural sources, and ways to promote interest, themes,
and criteria for choosing materials.
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily
complete ENGL 101.
Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT
1. Required Content:
   A. Related forms of adolescent literature, drawn from a variety of ethnic and cultural sources:
      1. Folktales, fables, and myth.
      2. Ballads and poems.
      3. Stories, novels, and plays.
      4. Non-fiction works.
   B. Major themes of literature for adolescents.
   C. Methods of helping young adults enjoy and understand literature:
      1. Relating literature to personal experience.
      2. Developing their listening skills through oral reading.
      3. Relating literature to analysis of self and others.
      4. Developing critical thinking.
      5. Relating literature to art, music, theatre, and dance.
      6. Developing their awareness of language.

B. ENROLLMENT RESTRICTIONS
1. Prerequisites
   Satisfactory completion of ENGL 50.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign reading of texts and selections of adolescent literature and supplementary reading in criticism.
2. Lecture on literature for young adults and related topics.
3. Direct class discussions of adolescent literature.
4. Conduct oral in-class reading with follow-up discussions.
5. Conduct in-class role-playing and problem-solving.
6. Assign the writing of analytic essays to demonstrate comprehension, retention, and ability to apply ideas presented in lecture and reading.
7. Instruct the creation of a personal reading file or book list of adolescent literature.
8. Conduct and encourage the sharing of ideas and materials.
9. Present audio recordings, or films, or video presentations, or plays.
10. Assign journal, short story, and poetry writing.
11. Instruct and guide the completion of a media project or original response to a theme or work of adolescent literature using drama, painting, slides, music, clay work, or some other creative means.
12. Instruct and guide in the formulation of judgments (stated as theses in written exercises) about the recurrence of themes, ideas, and techniques in various works and authors of adolescent literature.
13. Instruct and guide the development of criteria in choosing literary selections for young adults.
14. Instruct and guide the collection and evaluation of appropriate titles for individualized book lists or reading files.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours) Students typically will be assigned

a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

b. Out-of-class writing assignments, which could include essays, response papers, journal writing,
blogging, class projects, and preparation for oral reports.
c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   Write a two page response to The Outsiders on one of the following questions:
   a. Explain how expectations played a role in the lives of the Socs and the Greasers. How did external (the power of suggestion) and internal expectations influence each group's actions in the novel?
   b. Explain why you believe each of the 'main' Greasers could be considered a hero. Include your own definition of hero in the essay, and be sure to explain how each boy, in his own way, meets your definition. Remember to support your ideas with examples from the novel.

   2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

   Please write one paragraph (eight sentences) on the following questions (text: The Outsiders):
   a. In your opinion, why are Greasers known as trouble-makers? Why do Socs not have the same bad reputation that Greasers do even though they do many of the same things?
   b. Even though Dally and Bob are from rival groups, they share important similarities and differences. Compare and contrast these two characters.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

   read and analyze works of adolescent literature (popular and classical literature and related critical works) in class discussions and write critically about assigned readings.

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

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   a. Identify the most common forms of literature for adolescents (ages 9-16).
   b. Name major works and authors of adolescent literature.
   c. Identify forms and works of adolescent literature from a variety of ethnic and cultural sources.
d. Summarize the major themes in literature for adolescents.

e. Describe how literature can affect the emotional and intellectual growth of young adults.

f. Examine slang and colloquial language in adolescent literature.

g. Read classic and popular works of adolescent literature and related critical works with comprehension.

h. Analyze works of adolescent literature in class discussion.

i. Exhibit an ability in oral reading.

j. Write analytically and critically about assigned reading.

k. Form and support judgments that distinguish between what is popular and what is lasting.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Formal testing (mid-term)

2. Evaluation of written analytic essays

3. Evaluation of oral reading

B. SUMMATIVE ASSESSMENT

1. Formal testing (final exam)

2. Oral presentation of projects

3. Evaluation of an annotated reading file or book list of adolescent literature
Proposal Impact

ENGL 168 Adolescent Literature
**Periodic Review**
Deborah Gilbert

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 169 Course Data Summary Report

ENGL 169 - Children's Literature

Action Type: Course Revision Major

Effective:

Primary Author: Michelle Christopherson

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 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?)

Curriculum Committee Agenda  495  March 31, 2009
Enrollment Restrictions & Advisories

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

**ENGL 169  Children’s Literature  3 Units**

Introduction to literature for children. Includes types of literature and forms drawn from a variety of ethnic and cultural sources, storytelling, ways to promote interest, and criteria for choosing materials.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC

**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Related forms of children's literature, drawn from a variety of ethnic and cultural sources:
      
      i. folktales, fables, and myth.
      ii. rhymes and poems
      iii. stories, novels, and plays.
      iv. non-fiction works.
      v. illustration.

   b. Historical development of children's literature.

   c. Methods of helping children enjoy and understand literature:
      
      i. relating literature to personal experience.
      ii. developing their listening skills through oral reading and storytelling.
      iii. relating literature to analysis of self and others.
      iv. developing critical thinking.
      v. relating literature to art, music, theatre, and dance.

B. **ENROLLMENT RESTRICTIONS**
1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*

1. Assign reading of texts and selections of children's literature and supplementary reading in criticism and history.
2. Present lectures on literature for children and related topics.
3. Direct class discussions of children's literature: sharing of ideas and materials.
4. Assign analytic essays to demonstrate comprehension, retention, and ability to apply ideas presented in lecture and reading.
5. Assign analytic essays about the recurrence of themes, ideas, and techniques in various works, authors, and illustrators of children's literature.
6. Present criteria to choose literary selections for children.
7. Present recordings, films, video presentations, or plays.
8. Present oral reading and storytelling.
9. Assign oral reading and storytelling.
10. Assign creation of a personal reading file or annotated book list of children's literature.
11. Assign journal, short story, and poetry writing.
12. Assign completion of a media project or original response to a theme or work of children's literature.
using drama, painting, slides, music, clay work, or some other creative means.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly reading assignments of children's literature, as well as supplementary reading in literary criticism or history.
   2. Out-of-class writing assignments, which may include the following: essays, response papers, journal writing, blogging, class projects, and preparation for oral reports and presentations.
   3. Preparation for in-class essays, quizzes and exams, such as a mid-term and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. The following is a short in-class quiz question to assess critical thinking after an assigned reading: In the assigned version of "The Three Bears," what is the last thing that happens in the story, and what impact does this ending have on children?
   2. The following is a typical out-of-class writing assignment that assesses the appropriate level of critical thinking for this course: Choose a picture book, state its overall theme, and explain how that theme is conveyed by all aspects of the story and the illustrations.
   3. The following typical in-class writing assignment demonstrates the appropriate level of critical thinking for this course: Choose two folk tales that we have read this semester. Analyze them carefully, explaining what positive qualities children could learn from reading them.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   recognize and critically analyze important forms, works, authors, and illustrators of children's literature as well as techniques for helping children understand and enjoy literature.

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

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   a. Identify the most common forms of literature for children.
   b. Identify major works, illustrators, and authors of children's literature.
   c. Identify forms and works of children's literature from a variety of ethnic and cultural sources.
   d. Summarize the historical development of children's literature.
   e. Describe how literature can affect the emotional and intellectual growth of children.
   f. Read children's literature and related critical works with comprehension.
g. Develop criteria for choosing works of literature for children.

h. Exhibit an ability in storytelling and oral reading.

i. Write analytically and critically about assigned reading.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of quizzes.

2. Evaluation of homework assignments.


4. Evaluation of midterm exam.

B. SUMMATIVE ASSESSMENT

1. Evaluation of final essay.

2. Evaluation of final exam.

3. Evaluation of presentation.

4. Evaluation of storytelling.

5. Evaluation of oral reading.

6. Evaluation of final project.

Proposal Impact

ENGL 169 Children's Literature
**Course Revision Major**
Michelle Christopherson

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 171 - Introduction to African-American Literature

Action Type: Course Revision Major

Effective:

Primary Author: James Beggs

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

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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 Requested

---

Course Data Elements

- Credit Type: Requested
- Credit Sub-Type: Requested
- TOP Code: 1501.00
- SAM Code: 
- 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?)
Enrollment Restrictions & Advisories

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

**ENGL 171 Introduction to African-American Literature** 3 Units

**Formerly listed as:** ENGL - 171: Introduction to African-American Literature

An introduction to the contributions of African-Americans in American literature from the slave era to the present. The emphasis will be on a chronological study of major works in the following genres: slave narratives, folk tales, poetry, short story, novel, and drama.

**Prerequisite:** Satisfactory completion of ENGL 50.

**Advisory:** Before enrolling in this course, students are strongly advised to Satisfactorily complete ENGL 101.

Field trips might be required.

**Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**

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:

**A. COURSE CONTENT**

1. **Required Content:**

   a. Elements of literature as reflected in the works of African American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.

   b. Historical survey of African American writing including

      i. African and early American folk tales of the oral tradition

      ii. Oral and written slave narratives

      iii. Early biography and autobiography

      iv. Writers of the Harlem Renaissance

      v. Black Arts movement

      vi. Contemporary literature

   c. Social, historical, biographical, or philosophical background as needed for full discussion of specific works

   d. Close reading and analysis of assigned works by African American writers: folk tales, slave narratives, biography and autobiography, prose, poetry, and contemporary literature

   e. Review of principles of academic expository writing as needed:

      i. unity

      ii. organization

      iii. coherence
iv. sufficiency of development
v. logic of argument
vi. appropriate use of specific reference and quotation as evidence in writing about and analyzing text
vii. integration of references to literary text, to secondary sources, and to historical, cultural, philosophical, or literary context in the development of ideas about works of literature

f. Review of methods of library research as needed
   i. sources appropriate to the study of literature
   ii. legitimate use of secondary sources
   iii. conventions of citing references and quoting from literary works

g. Emphasis on multiculturalism in American literature and culture

2. **Recommended Content:**
   a. Elements of song lyrics: Negro spirituals, jazz, blues, gospel, and rap
   b. Historical survey of African American preachers
   d. Films or filmscripts by African American filmmakers: Melvin van Peebles, Spike Lee, Robert Townsend, and John Singleton

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to Satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture or instructor demonstration/presentation
2. Reading as assigned
3. Directed class discussion (analyses of reading selections, examples of student writing, ideas and approaches for future writing assignments, etc.)
4. Quizzes and examinations (including essay examinations)
5. Practice in creative writing to gain understanding of a literary form
6. Individual conferences with the instructor
7. Conference with tutors or aides in the English Writing Center
8. Audio-visual presentations and field trips

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students will typically be assigned:
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
   3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
   1. Argue for or against the inclusion of Lucy Terry's poem "Bars Fight" in the anthology. Consider the poem's merit, its susceptibility to a variety of critical approaches, and its importance in African American literary history. Regardless of which position you take (pro-inclusion or anti-inclusion), acknowledge the other side of the argument.
   2. Imagine you are a scholar who has discovered a lost manuscript written by a deceased African American writer. The completed assignment requires three parts: 1) Write a plausible scenario explaining how you found the ms.; 2) Write a defense of your find, offering internal evidence
(characteristic style and themes, e.g.) that the piece is authentic; and 3) Write the actual ms.--a scene from a play of your writer is August Wilson, for example, a set of poems if your writer is Claude McKay, a piece of fiction or a sociological treatise if your writer is Zora Neale Hurston.

The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

3. Contrast Paul Louis Dunbar's dialect poetry to that which he wrote in standard English. Which do you find more powerful?

F. TEXTS AND OTHER READINGS (TYPICAL)


3. Other: Novels: Their Eyes Were Watching God, Autobiography of an Ex-Colored Man, Sula, Waiting to Exhale, Quicksand, Passing, Invisible Man, Middle Passage, The Autobiography of Miss Jane Pittman, Native Son

4. Other: Some very good anthologies have not gone into second editions. The field is not like computers, for example, in which a 2007 textbook may already be out of date. So I am including this book and could justifiably include the Prentice Hall(1999)as well.

III. DESIRED LEARNING

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

identify major literary genres and elements; recognize those genres and elements which are universal and those which are unique to African-American literature; articulate orally and in writing the historical, cultural, and literary context of African-American literature.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate the ability to identify and define literary techniques relevant to the study of African American literature.

b. Demonstrate the ability to identify and define genres, periods, and themes relevant to African American literature.

c. Demonstrate the ability to analyze and explain the literary, historical and cultural significance of important works of African American literature.

d. Demonstrate the ability to identify the thesis of non-fiction works and the theme of fiction works.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Written responses, journal entries, or short analysis essays
2. Quizzes
3. Oral presentations
4. Class discussions

B. **SUMMATIVE ASSESSMENT**

1. Major literary analysis essay
2. Final examination
Proposal Impact

ENGL 171 Introduction to African-American Literature
**Course Revision Major**
James Beggs

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 172 - Intro to Chicano/a Literature

Action Type: Course Revision Major
Effective:
Primary Author: Adrienne Peek
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory:
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record

ENGL 172

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 172 Intro to Chicano/a Literature 3 Units

Formerly listed as: ENGL - 172: Intro to Chicano Literature
Survey of Chicano literature in English from its beginnings to its contemporary form.
Emphasis on influences that have shaped the literature and critical skills needed to evaluate
and appreciate Chicano poetry, theater, fiction, and essay.
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily
complete ENGL 101.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC
General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   1. Historical literary periods:
      a. Hispanic period (1521-1821) (m.c.)
      b. Mexican period (1821-1848) (m.c.)
      c. Transition period (1848-1910)
      d. Interaction period (1910-1942)

   2. Modern Chicano Period (1943-present) (m.c.)
      a. Pre-Chicano Writers (1943-1959)
      b. The Cultural nationalist period (1960-1970)
      c. The Aesthetic period (1970-80)
      d. The Contemporary period (1980-present)

   3. Genre:
      a. Poetry
      b. Drama
      c. Novel
4. Language:
   a. Code switching (m.c.)
   b. Chicano argot (m.c.)
   c. English
   d. Spanish

5. Review of argumentative and expository writing (as needed):
   a. Unity
   b. Organization
   c. Coherence
   d. Sufficiency of development
   e. Appropriate use of specific reference and quotation as evidence in writing about and analyzing text
   f. Integration of references to literary text and to historical, cultural, philosophical, or literary context in the development of ideas about works of literature

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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Division: Literature & Language Arts

EFFECTIVE: Summer 2010

Printed on: 03/26/2009 03:14 PM
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Large group discussion
2. Lecture of literary works, literary periods, and writing about literature
3. Student-led presentations
4. Short films and/or television documentaries
5. Small group discussion
6. Assigned reading: texts of literary works and selections, supplementary reading in literary criticism or history
7. Writing papers as assigned
8. Listening to recordings or viewing film and video presentations

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Students typically will be assigned:

1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

1. In "Bandido!," how does the issue of sexuality complicate other, more obvious themes in the play--such as the legacy of the events of 1848, the ethics of banditry, the problem of who gets to represent their life stories, etc.? Do male and female characters have different approaches to sexuality, and if so, why does it matter? Use specific examples from the play.
2. Discuss two of the Anglo characters in "Bandido!" How do they reflect or challenge existing stereotypes, and where do those stereotypes originate? What do they share or not share with the Spanish-speaking characters? Use specific examples from the play.

The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

1. Students will be quizzed on literature in a manner that requires them to analyze literal meaning and interpret symbolic meaning as in the following questions: A) The selections from chapter 2 of "Infinite Divisions" deal with the concept of split identity--or dual selves. Using specific examples from two selections, describe the "selves" that are at odds and illustrate the specific nature of the conflict; B)Using specific examples from Rodriguez's Always Running, discuss the extent to which the following factors contributed to the conflicts expressed in this memoir: ethnic identity, historical circumstance, economic situation, and adolescent angst.
2. Students will write analyses and responses that—in addition to the above—question authorial intention and cultural context, synthesize their arguments, and evaluate the arguments of others as in the following questions: A) Discuss the presentation of the influence of religion on women in "Sor Juana" and "Little Miracles, Kept Promises"; B)Compare and contrast the presentation of La Llorona or a witch in two selections from Chapter 5 of "Infinite Divisions."

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

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

   identify and define literary techniques relevant to the study of Chicano literature, describe genres, periods and themes relevant to the study of Chicano literature, and analyze and explain the literary, historical, and cultural significance of important works of Chicano literature.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Interpret the literal meaning of the text, including text written in non-standard English dialect or in figurative language.

      b. Identify examples that illustrate the influence on the work of Chicano writers of earlier literary period and tradition (e.g., Spanish, preHispanic, Oral, and Latin America).

      c. Identify the names and the works of major Chicano-Chicana literary writers and critics.

      d. Identify the recurrence of themes and major ideas expressed through Chicano literature of various genres and in various historical periods.

      e. Comment on the relationship of class and status stratification presented in the literary works as well as the differences between the urban and rural areas.

      f. Articulate and support inferences concerning the writer's thought and feeling about experiences revealed through the literature.

      g. Stating theses in demonstration of their understanding of the works read, limiting scope of topic and qualifying thesis statements as needed.

      h. Supporting assertions with sufficient and appropriate reference to primary and secondary sources.

      i. Maintaining unity of thought and purpose in the development of their propositions.
j. Rewriting and proofreading for error and weakness or imprecision of convention, rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Reading Quizzes
   2. Reading Journals/Logs
   3. Discussions
   4. Topic Approval/Essay Outline Submissions
   5. Peer Responses
   6. Essays/Analyses
   7. Presentations

B. SUMMATIVE ASSESSMENT
   1. Exams
   2. Essays/Analyses
   3. Presentations
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Adrienne Peek
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ENGL 172
COURSE TITLE: Intro to Chicano/a Literature
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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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. For this distance-education modality, effective instructor-student contact will be established and maintained by the instructor who will:
   - Provide a clear, detailed semester-long syllabus
   - Maintain regular contact hours: office hours, email, chat feature, etc.
   - Maintain a "Question and Answer" discussion board
   - Regularly distribute up-to-date grades
   - Accurately maintain and keep up-to-date gradebook features

2. Describe how the methods selected will allow students to meet the student learning goals of the course.
   a. Essays and other various writing assignments require that student is knowledgeable about subject materials.
   b. Quizzes and exams insure student is acquiring subject knowledge.
   c. Office hours, email contact, and phone response allows instructor to facilitate clarity to allay student confusion on subject.
   d. Peer discussion allows students to share ideas and learn about subjects from fellow classmates.

3. 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 in the online course are very similar to those in the face-to-face course; however, discussion boards and other types of written interactions will take the place of face-to-face discussion and will sometimes be evaluated.
METHODE 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.

About 50% of this hybrid course will be done face-to-face (including peer review workshops, discussion of upcoming assignments and discussions about the literature) and 50% done online (including delivery of lecture material, question and answer discussions, and discussions about the literature).

TYPE OF TEACHING MODALITIES

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<td></td>
<td>Quizzes, Self-test and Exams</td>
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</table>

COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? About 50% of this hybrid course will be done face-to-face (including peer review workshops, discussion of upcoming assignments and discussions about the literature) and 50% done online (including delivery of lecture material, question and answer discussions, and discussions about the literature).

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. For this distance-education modality, effective instructor-student contact will be established and maintained by the instructor who will:
   - Provide a clear, detailed semester-long syllabus
   - Maintain regular contact hours: office hours, email, chat feature, etc.
   - Maintain a "Question and Answer" discussion board
   - Regularly distribute up-to-date grades
   - Accurately maintain and keep up-to-date gradebook features

3. Describe how the methods selected will allow students to meet the student learning goals of the course. a. Essays and other various writing assignments require that student is knowledgeable about subject materials.
   b. Quizzes and exams insure student is acquiring subject knowledge.
   c. Office hours, email contact, and phone response allows instructor to facilitate clarity to allay student confusion on subject.
   d. Peer discussion allows students to share ideas and learn about subjects from fellow classmates.

4. 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 172 Intro to Chicano/a Literature
**Course Revision Major**
Adrienne Peek

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Spanish A.A. Degree Major *New Program*
ENGL 173 - Intro to Latin American Literature

Action Type: Periodic Review

Effective:

Primary Author: Theron Westrope

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Advisory: ENGL 101
Prerequisite: ENGL 50
Modesto Junior College  
Course Outline of Record  
ENGL 173

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 173  Intro to Latin American Literature  3 Units

Introduction to Latin American literature from its Colonial Period to the present. Emphasis on chronological survey of major works of Latin American writers studied in English translation and selected from the following: indigenous legends, chronicles, epistles, poetry, novel, drama, and short story.

Prerequisite: Satisfactory completion of ENGL 50. or equivalent placement by MJC assessment process

Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours

Grading: A-F or P/NP - Student choice Transfer: CSU, UC

General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

A. Elements of literature as reflected in works of Latin American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc. *

B. Historical survey of Latin American writing selected from the following: *

1. Precolombian legends
2. Chronicles and epistles of the Conquest
3. Epic poetry, religious poetry, and lyric poetry
4. Romantic, indianista, and political-historical novels
5. Short stories of the 19th and 20th centuries
6. Religious and secular drama
7. Novels of the "Boom" and Magic Realism

A. Social, historical, biographical, or philosophical background as needed for full discussion of specific works

B. Close reading and analysis of assigned works by Latin American writers *

C. Review of principles of academic expository writing as needed: unity, organization, coherence, sufficiency of development, logic of argument, appropriate use of specific reference and quotation as evidence in writing about and analyzing text, integration of references to literary text, to secondary sources, to historical, philosophical, or observation in the development of ideas about works of literature

D. Review of methods of library research as needed: sources appropriate to study of literature, legitimate use of secondary sources, conventions of citing references and quoting from literary works

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process .

2. Advisories
Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Comment on and analyze reading selections in directed class discussions.

   b. Write compositions as assigned, employing sound rhetorical and organizational skills.

   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

   d. Use a variety of academic sentence structures.

   e. Adhere to the conventions of standard edited English.

   f. Revise and improve essay drafts.

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C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lecture or instructor demonstration/presentation

   2. Reading as assigned

   3. Directed class discussion (analyses of reading selections, examples of student writing, ideas and approaches for future writing assignments, etc.)

   4. Quizzes and examinations (including essay examinations)

   5. Practice in creative writing to gain understanding of a literary form

   6. Individual conferences with the instructor

   7. Conference with tutors or aides in the English Writing Center

   8. Audio-visual presentations and field trips

   9. Formulate and express judgments (stated as theses in written assignments) based on examination of literary texts, other information from reading or class discussion, and life-experience or observation,

   10. Explain and support judgments with relevant information and references to the text of their readings,

   11. 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.

---

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Students will typically be assigned
1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history
2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

1. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for the course:

   In an essay of four pages in length, examine the "voices" of the female characters in Isabel Allende's *Eva Luna* and Mario Vargas Llosa's *The Green House*. Focus on how these voices operate within the familial and political structures.

   In an essay of four pages in length, examine how the early tales of the conquistadors contributed to the development of the literary tradition of Latin America. Focus on the concepts of history, myth, and memory.

2. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

   After having read Carlos Fuentes' "Constancia," get together in groups to discuss how the following elements of the story contribute to the reader's understanding of the text. When finished, give a brief oral presentation: "Angelus Novus"; "The Exile's Prayer"; Walter Benjamin; Plotnikov; and *The Caprichos*.

   Complete an oral reading of Pablo Neruda's "Macchu Picchu." Discuss how the poem reflects Neruda's notion of pre-Columbian history.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of Latin American literature.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. *pointing out the recurrence of themes and major ideas expressed throughout Latin American literature of various genre and in various historical periods,*
b. commenting on the relationship of form and purpose in writing of various genre (e.g., the influence of setting on tone, the revelation of character through dialogue, and the effect of characterization on establishing theme),

c. articulating and supporting inferences concerning the writer's thought and feeling about experiences revealed through the literature,

d. commenting on the relevance of thoughts and perceptions conveyed through the work of Latin American writers to the students' own experience, thought, and perceptions or to private and public events and situations of the modern world.

e. state theses in demonstration of their understanding of the works read, limiting scope of topic and qualifying thesis statements as needed,

f. support assertions with sufficient and appropriate reference to primary and secondary sources,

g. maintain unity of thought and purpose in the development of their propositions,

h. provide for an organization which contributes to the purpose of the composition,

i. adapt writing strategies to the requirements of the writing occasion (e.g., to essay exam or other timed writing, writing for research papers),

j. exhibit skills of paragraph composition: sufficiency of development, coherence, unity of thought and purpose,

k. exhibit skills of sentence composition: variety of types appropriate to emphasis and thought, logic of conventions of grammar and usage appropriate to academic writing,

l. exhibit skills of word use: adherence to conventions of spelling and meaning, use of diction that is precise, economical, and appropriate to academic discourse,

m. exhibit skills of rewriting: proofreading for error and weakness or imprecision of expression, rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Quizzes

2. Essays

3. Mid-term Examination

4. Class Exercises

B. SUMMATIVE ASSESSMENT

1. Final Examination
Proposal Impact

ENGL 173 Intro to Latin American Literature
**Periodic Review**
Theron Westrope

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
2. Spanish A.A. Degree Major *New Program*
ENGL 174 - Introduction to Modern Asian Literature

Action Type: Course Revision Major
Effective:
Primary Author: Emily Malsam
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 
SAM Code: 
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

Advisory:
Prerequisite: ENGL 50
I. **OVERVIEW**

The following information will appear in the 2010 - 2011 catalog

**ENGL 174 Introduction to Modern Asian Literature** 3 Units

An introductory course on Asian literature from the 19th century to the present in its English translation. Emphasis on major works that have made an impact on western literary tradition and the social, cultural, and historical forces that have shaped these works.

**Prerequisite:** Satisfactory completion of ENGL 50. or equivalent placement by MJC assessment process

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F Only  **Transfer:** CSU, UC

**General Education:** C. ) (CSU-GE: C2 ) (IGETC: B: )

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   A. Reading from contemporary works from (but not limited to) the following Asian countries:
   
   1. China
   2. Japan
   3. India
   4. Southeast Asian countries such as Indonesia, Thailand, the Philippines

   B. Literary genres
   
   1. Fiction
   2. Poetry
   3. Drama
   4. Essays

   C. Literary terminology and figurative language

   D. Historical and cultural background for works studied

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process .

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   Before entering the course, the student will be able to:

   a. Comment on and analyze reading selections in directed class discussions.

   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign readings: texts of literary works and selections, supplementary reading in literary criticism, supplementary reading in history and/or sociological criticism as needed for background information

2. Lecture on literary works, literary periods, and writing about literature

3. Direct and facilitate class discussions and panel discussions

4. Assign literary and/or historical analysis essays

5. Assign journal responses related to class readings

6. Play recordings or screen films and video presentations

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

a. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   i. Discuss why The Analects is an important work of philosophy and history to China and the world.

   ii. Discuss the role of survival in Lillian Lee's Farewell My Concubine

b. The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

   i. After reading the Bhagavad Gita, discuss whether one can achieve freedom from karmic reactions by abstaining from activity.

   ii. Discuss how propaganda and bias affected the way the American public reacted to life in the internment campus in Farewell to Manzanar.

F. TEXTS AND OTHER READINGS (TYPICAL)


### III. DESIRED LEARNING

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

   - identify movements, terms, and themes in Modern Asian Literature (from 19th Century to today); inform and argue verbally and textually about the historical and literary context of Modern Asian literature.

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

   1. **Required Learning Goals**
      
      *Upon satisfactory completion of this course, the student will be able to:*

      a. Read and restate texts of representative works by modern Asian writers.

      b. Distinguish between literal and figurative language.

      c. Interpret literary language.

      d. Analyze different literary styles.

      e. Explicate meaning of texts within the writers’ own social, cultural, political, and historical context.

      f. Examine the influence of the readers’ own social, cultural, political, and historical experience in interpretation of text.

      g. Evaluate social, cultural, and historical values of a society as reflected in the works being studied.

      h. Respond critically through directed class discussion and journal entries to works studied.

      i. Write analytical, coherent essays with clear thesis statements in response to works studied.

### IV. METHODS OF ASSESSMENT (TYPICAL)

A. **FORMATIVE ASSESSMENT**

1. Class Discussions

2. Literary Analysis Essays

3. Presentations
4. Quizzes
5. Responses to Readings

B. SUMMATIVE ASSESSMENT
1. Exams
2. Literary Analysis Essays
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Emily Malsam
COURSE PREFIX AND NUMBER: ENGL 174
COURSE TITLE: Introduction to Modern Asian Literature
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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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students will be asked to complete all readings, participate in ongoing activities related to such reading, and contribute to a communal understanding of the course materials. Instructor may ask students to attend community events. Lectures, audio and video material, written assignments, and ongoing discussions will take place online asynchronously or otherwise.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. Discussion of movements, terms, and themes will take place online through discussion boards, quizzes, and other means of online assessment. Written literary analysis will be required, along with the possibility of community events, which would then be shared with the online community. Self-tests and exams would also be used to gauge the participation and engagement of students online.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? No, the same methods apply. Lectures could be presented through power points, outlines of discussions, and/or audio/video material uploaded by the instructor.
Proposal Impact

ENGL 174 Introduction to Modern Asian Literature
**Course Revision Major**
Emily Malsam

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 175 - Introduction to Women's Literature

Action Type: Periodic Review
Effective:
Primary Author: Deborah Gilbert
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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

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

Instructor Load

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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: ENGL 101
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record

ENGL 175

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 175 Introduction to Women's Literature 3 Units

Formerly listed as: ENGL - 175: Women in Literature
An introduction to literature by and about women, including an historical overview, archetypes, stereotypes, cultural impediments to women's writing, methods of criticism, and recent literary achievements.

Prerequisite: Satisfactory completion of ENGL 50.

Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours

Grading: A-F or P/NP - Student choice Transfer: CSU, UC

General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

A. Genre
   1. Novel
   2. Short Story
   3. Essay
   4. Poetry
   5. Drama
   6. Autobiography
   7. Nonfiction

B. Literary terminology
   1. Plot
   2. Theme
   3. Character
   4. Setting
   5. Tone
   6. Point of view
   7. Symbolism
   8. Imagery

C. Traditional images of women in literature (m.c.)
E. Historical overview of women writing (m.c.)
F. Critical analysis of context of women's writing (m.c.)
1. Public versus private sphere (m.c.)

G. Multicultural women’s literature (both U.S. cultures and internationally) *(m.c.)*
   1. Within cultures (m.c.)
   2. Across cultures (m.c.)
   3. Ethnic literature in the U.S. (m.c.)
   4. International literature (m.c.)
   5. Postcolonial women’s literature (m.c.)

2. **Recommended Content:**

   1. Approaches to literary criticism
      a. Feminist (m.c.)
      b. Marxist
      c. Psychoanalytic
      d. Deconstructionist
      e. Postcolonial (m.c.)
      f. Cultural materialist (m.c.)
      g. Cultural materialist (m.c.)
      h. New historicist

   2. Women in the public sphere (m.c.)
   3. Intersection of abolitionist movement and women’s movement (m.c.)
   4. Depictions of women in literature (m.c.)
   5. Women’s rights (m.c.)
   6. Feminist writing (m.c.)

**B. ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Student presentations
4. Audio-visual materials
5. Comments on graded materials
6. Announcements
7. Group projects
8. Exams

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

Students typically will be assigned

1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
3. Preparation for in-class essays, quizzes, and exams, such as midterm and final.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

I. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

A. Weekly response papers (face-to-face) or discussion postings (online)

"Select either a poem by Anne Bradstreet or the excerpt from Mary Rowlandson's autobiography to explicate.

B. Group Project (out-of-class or in-class)

"While everyone reads Brontë's *Jane Eyre* and Rhys's *Wide Sargasso Sea* in their entirety for content, students will work in small groups to explicate significant passages from smaller sections of the novels. The groups are responsible for deciding which passages are most significant and then
presenting their explications to the entire class. In order to do so, students must read the literature carefully, looking for symbolic meaning and deeper significance."

II. The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:

A. Examination (in-class)

1. Sample short answer question (one paragraph): "How do cultural differences operate in one of the assigned readings? Why is this significant?"

2. Sample essay question:

"Choose one of the following questions to answer in an extended essay:

How do these writers respond to violence (or the threat of violence)? What is significant about this response?

Define a common theme you see in two or more of the readings from this half of the semester. What does this common theme suggest about women in literature?

Discuss works by two or more authors we have read in this half of the semester from the same genre (poetry, short story, autobiography). What connections do you see between these works?

Discuss the impact of women's work on women's artistry."

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

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

analyze women's literature for its artistic and historical significance, paying particular attention to how women's experiences are included in or excluded from canon.

B. STUDENT LEARNING GOALS

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

1. **Required Learning Goals**

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

   a. Identify the meanings of and the concepts behind the terms used to name major elements of fiction by appropriately using the terminology common to the analysis of fiction (e.g. plot, theme, character, setting, tone, point of view).

   b. Name major schools of literary criticism that especially pertain to women's literature (e.g., New Historicism, Feminist, Psychoanalytic, Deconstructionist, Post-Colonial, Cultural Studies, Developmental Theory, Archetypal and Genre, Reader-Response).

   c. Identify traditional images of women in literature (e.g. the seductress-goddess, the sex object, the submissive wife, the dominant wife, the mother—angel or mom, the old maid, the liberated woman).

   d. Summarize the ways in which women have been oppressed and alternatives for their liberation.
e. Relate how the personal oppression of women is tied to the political, economic, and social structure of society.

f. Analyze women’s literature within and across cultures, paying attention to both U.S. cultures and international cultures. *

g. Read assigned works of fiction with comprehension of literal and implied meaning of the text. Comprehension may be demonstrated in class discussion and through written work.

h. Write analytically, critically, or sympathetically about their own experiences, the literature they have read, or other students' writing, depending on what is appropriate for a given situation.

2. **Recommended Learning Goals**  
Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

a. Define the characteristics of feminist writing (m.c.)

b. Apply literary criticism to a particular work of literature

c. Explain the relationship between the personal and the political in women's writing (m.c.)

d. Define gender (m.c.)

e. Discuss the difference between reading women's literature and hearing and/or seeing it performed live (field trip)

f. Explain the impact of a particular writer's work

g. Analyze the impact notions of race and ethnicity on gender (m.c.)

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Weekly response papers

2. Journals

3. Quizzes

4. Presentations (group and individual)

5. Essays

6. Examinations

B. **SUMMATIVE ASSESSMENT**

1. Essays

2. Examinations
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Deborah Gilbert
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ENGL 175
COURSE TITLE: Introduction to Women's Literature
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>
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<td>E-mail</td>
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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5.1.

2. Telephone Contact: Students will access the teacher on the telephone number provided on the syllabus. The purpose of this setup is to help students through the doubts and confusions of the course.

3. E-mail: Instructors will stay in touch throughout the semester by email with the understanding that replies will be sent to students within a time span of at least 48 hours.

4. Asynchronous Discussion: Instructors will post discussion topics online and ask students to post their replies/answers asynchronously.

5. Viewing Text-based Materials: Instructors will post texts of lectures and other information for students to be able to view online.

6. Viewing video/audio Materials: Instructors may either post videos or audio lectures in the online class website.

7. Listening to audio-only materials: Instructors may post audio-only materials on the class website or reserve audio-only materials in the language lab for students to access.

8. Web or Computer-based Activities: Instructors could assign the research of controversies and issues via the web and computer-based activities such as MycompLab etc.

9. Written Assignments: Instructors will assign essays and responses to readings and give feedback so as to create a dialogue for teaching.

10. Reading Online Materials: Instructors could either post their own written work online or direct students to access links pertaining to the themes and topics of the class.

10. Other Assigned Readings: Instructors could create blogs for students to post discussions on readings outside of textbooks.
11. Quizzes, Self-test and Exams: Instructors will post quizzes, practice tests and exams on the class website.

12. Group Projects: Instructors could assign group projects that will increase communication, understanding, and collegiality between students.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The twelve methods described above will help students learn how to navigate the class, how to write literary discourses pertaining to women’s literature, how to think critically about the issues presented by the women authors being studied, the gaining of knowledge of various cultures and of literary criticism as a field, and the gaining of knowledge of texts by a whole cannon of women authors and their contributions to society.

3. 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 the same as the ones on the approved course outline.

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Deborah Gilbert
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: ENGL 175
COURSE TITLE: Introduction to Women's Literature
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.

Depending on the instructor, a course may include lectures, discussions, student presentations, group projects, and exams in either a face-to-face or online mode. An instructor may choose to present all his/her lecture materials in written format online and meet with students to discuss the assigned readings face-to-face. Or, an instructor may choose to meet with students to deliver lectures on material, allowing students to discuss the readings online. Student presentations may happen in person, in front of a live audience, or they may take the form of powerpoint presentations or websites online. An instructor may choose to give all his/her exams face-to-face, or he/she may choose to use the online examination feature to test student's comprehension of the material. Depending on the instructional methods an instructor chooses, a hybrid course might be scheduled 50/50 online/in-person or at a larger or smaller ratio of online hours to face-to-face hours in a given semester.

TYPE OF TEACHING MODALITIES

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<td>Synchronous Chat</td>
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</table>
COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Depending on the instructor, a course may include lectures, discussions, student presentations, group projects, and exams in either a face-to-face or online mode.

An instructor may choose to present all his/her lecture materials in written format online and meet with students to discuss the assigned readings face-to-face. Or, an instructor may choose to meet with students to deliver lectures on material, allowing students to discuss the readings online. Student presentations may happen in person, in front of a live audience, or they may take the form of powerpoint presentations or websites online. An instructor may choose to give all his/her exams face-to-face, or he/she may choose to use the online examination feature to test student's comprehension of the material.

Depending on the instructional methods an instructor chooses, a hybrid course might be scheduled 50/50 online/in-person or at a larger or smaller ratio of online hours to face-to-face hours in a given semester.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. The following methodologies will help instructors stay in direct contact with their students throughout the semester:

1. On Campus Orientation Sessions: Instructor will ensure that students know how to use the software, how to look for assignments and announcements, and how to submit essays.

2. Group Meetings/Review Sessions: Instructors will ensure that students are able to discuss readings and clear doubts with regard to the readings and the class in general.

3. E-mail: Instructors will stay in touch throughout the semester by email with the understanding that replies will be sent to students within a time span of at least 48 hours.

4. Asynchronous Discussion: Instructors will post discussion topics online and ask students to post their replies/answers asynchronously.

5. Synchronous Chat: Instructors may set a time for a live chat so as to discuss the readings or other issues pertaining to the course.

6. Individual Meetings: Instructors may encourage individual meetings to give students one-on-one guidance with course.

7. Viewing Text-based Materials: Instructors will post texts of lectures and other information for students to be able to view online.

8. Viewing video/audio Materials: Instructors may either post videos in the online class website or get the students together on campus for viewing video/audio materials.

9. Listening to audio-only materials: Instructors may post audio-only materials on the class website or reserve audio-only materials in the language lab for students to access.

10. Web or Computer-based Activities: Instructors could assign the research of controversies and issues via the web and computer-based activities such as Mycomplab etc.
11. Written Assignments: Instructors will assign essays and responses to readings and give feedback so as to create a dialogue for teaching.

12. Reading Online Materials: Instructors could either post their own written work online or direct students to access links pertaining to the themes and topics of the class.
13. Other Assigned Readings: Instructors could create blogs for students to post discussions on readings outside of textbooks.

14. Quizzes, Self-test and Exams: Instructors will post quizzes, practice tests and exams on the class website, or distribute the quizzes and exams between on campus and off campus.

15. Group Projects: Instructors could assign group projects that will increase communication, understanding, and collegiality between students.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. The fifteen methods described above will help students learn how to navigate the class, how to write literary discourses pertaining to women's literature, how to think critically about the issues presented by the women authors being studied, the gaining of knowledge of various cultures and of literary criticism as a field, and the gaining of knowledge of texts by a whole cannon of women authors and their contributions to society.

4. 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 the same as the ones on the approved course outline.
Proposal Impact

ENGL 175 Introduction to Women's Literature
**Periodic Review**
Deborah Gilbert

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 176 - Introduction to Mexican Literature

Action Type: Course Revision Major

Effective:

Primary Author: Optimism One

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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: ENGL 50
I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

**ENGL 176**  
Introduction to Mexican Literature 3 Units

Introduction to Mexican literature from its Colonial Period to the present. Emphasis on chronological survey of major works of Mexican writers studied in English translation and selected from the following: chronicles, epistles, poetry, novels, drama, and short stories.  
**Prerequisite:** Satisfactory completion of ENGL 50.  
**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC  
**General Education:** C. (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. **Required Content:**

A. Elements of literature as reflected in works of Mexican writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.

B. Historical survey of Mexican writing selected from the following:

   1. Precolombian legends, codices, and poetry
   2. Chronicles and epistles of the Conquest
   3. Epic poetry, religious poetry, and lyric poetry
   4. Picaresque, Romantic, indianista, ondista, and political-historical novels  
   (e.g. novels of the Revolution)
   5. Short stories of the 19th and 20th centuries
   6. Religious and secular drama
   7. Novels of the “Boom” and Magical Realism

C. Social, historical, biographical, or philosophical background as needed for full discussion of specific works

D. Close reading and analysis of assigned works by Mexican writers and historians such as:

   1. Bartolomé de las Casas
   2. Sor Juana Inés de la Cruz
   3. José Joaquín Fernández de Lizardi
   4. Octavio Paz
   5. Carlos Fuentes
   6. José Agustín
   7. Elena Poniatowska
   8. Agustín Yáñez
   9. Juan Rulfo
   10. Gustavo Sainz
   11. Gregorio López y Fuentes
   12. Alfonso Reyes
   13. Manuel Gutiérrez Nájera
   14. Rosario Castellanos
15. Elena Garro
16. Bernal Díaz del Castillo
17. Hernán Cortez
18. Mariano Azuela
19. Laura Esquivel
20. Carmen Boullosa

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   a. Student should be able to write a thesis-driven essay with a minimum of organizational and grammatical issues.
   b. Student should be able to read thesis-driven and creative works with sustained comprehension and application.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign class or on-line presentations of history, literary movements, and authors.
2. Require regular reading of appropriate literature.
3. Direct class discussion (analyses of reading selections, examples of student writing, ideas and approaches for future writing assignments, etc.)
4. Administer quizzes and examinations (including essay examinations).
5. Assign research papers.
6. Maintain regular contact with students through e-mail.
7. Facilitate on-line group projects.
8. Require practice in creative writing to gain understanding of a literary form.
9. Schedule individual conferences with students.
10. Encourage conferencing with tutors in the Writing Center.
11. Employ audio-visual presentations.
12. Require students to formulate and express judgments (stated as theses in written assignments) based on examination of literary texts, other information from reading or class discussion, and life-experience or other class observation.

13. Require students to explain and support judgments with relevant information and references to the text of their readings.

14. Require 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.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   Students typically will be assigned:
   a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   c. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking.
   a. The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:
      1. Explain the thematic similarities between the writings of Octavio Paz and Carlos Fuentes. Focus on the idea of Atl Tlachinolli (Burnt Water), which stresses the importance of cultural and societal renewal.
      2. Examine the writings of Bernal Diaz del Castillo. In what ways do his "true observations" contribute to the development of the "myth" of Spanish superiority?
   b. The following typical in-class assignment demonstrates the appropriate level of critical thinking for this course:
      1. Compare Las Casas' "In Defense of the Indies" to Castellanos' "The Wheel of Hunger." In what way is the cyclical devastation of native populations continued in the 20th century?

F. TEXTS AND OTHER READINGS (TYPICAL)

III. DESIRED LEARNING

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

identify movements, terms, and themes in traditional and contemporary Mexican Literature; inform and argue verbally and textually about the historical and literary context of Mexican Literature.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Pointing out the recurrence of themes and major ideas expressed throughout Mexican literature of various types and in various historical periods

b. Commenting on the relationships of form and purpose in writing of various genre (e.g. the influence of setting on tone, the revelation of character through dialogue, and the effect of characterization on establishing theme)

c. Articulating and supporting inferences concerning the writer’s thought and feeling about experiences revealed through the literature

d. Commenting on the relevance of thoughts and perceptions conveyed through the work of Mexican writers to students’ own experience, thought, and perception or to private and public events and situations of the modern world

e. Stating theses in demonstration of their understanding of the works read, limiting scope of topic and qualifying thesis statements as needed

f. Supporting assertions with sufficient and appropriate reference to primary and secondary sources

g. Maintaining unity of thought and purpose in the development of their propositions

h. Providing for an organization which contributes to the purpose of composition

i. Adapting writing strategies to the requirements of the writing occasion (e.g. to essay exam or other timed writing, writing for research papers)

j. Exhibiting skills of paragraph composition: sufficiency of development, coherence, unity of thought and purpose

k. Displaying skills of sentence composition: variety of types appropriate to emphasis and thought, logic of conventions of grammar and usage appropriate to academic writing

l. Showcasing skills of word use: adherence to conventions of spelling and meaning, use of diction that is precise, economical, and appropriate to academic discourse

m. Exemplifying skills of rewriting: proofreading for error and weakness or imprecision of expression, rethinking and reorganizing for clarity and improved focus
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Literary analysis essays
2. Responses to reading
3. Quizzes
4. Presentations
5. Class discussions

B. SUMMATIVE ASSESSMENT

1. Final essay written in or out of class that considers the themes and writers of the course in a critical manner
Proposal Impact

ENGL 176 Introduction to Mexican Literature
**Course Revision Major**
Optimism One

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 179 - Introduction to Native American Literature, Mythology, and the Oral Tradition

Major

Effective:

Primary Author: Emily Malsam

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 - C2 Requested
IGETC Category: IGETC - 3B Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: 1501.00  SAM Code:  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

Advisory:
Prerequisite: ENGL 50
Modesto Junior College
Course Outline of Record

ENGL 179

I. OVERVIEW

The following information will appear in the 2010 - 2011 catalog

ENGL 179  Introduction to Native American Literature, Mythology, and the Oral Tradition  3 Units

Formerly listed as: ENGL - 179: Intro to Native American Lit

Study of traditional and contemporary Native American literature, oral traditions, and myths from a variety of nations, including some local Native American peoples. Relationship of contemporary writing to earlier cultural heritage. Place of Native American literature in the American literary tradition and canon. Close reading of contemporary autobiography, novels, short fiction and non-fiction, and poetry.

Prerequisite: Satisfactory completion of ENGL 50. or equivalent placement by MJC assessment process

Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours

Grading: A-F Only Transfer: CSU, UC

General Education: C. ) (CSU-GE: C2 ) (IGETC: B: )

II. LEARNING CONTEXT

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:

A. COURSE CONTENT

1. Required Content:

   A. Elements of literature as reflected in works of Native American writers studied: character, plot structure, theme, metaphor, symbolism, dramatic irony, etc.
   B. Historical survey of Native American writing including
      1. early images of Native Americans in Anglo-American literature
      2. introduction of Native American literary criticism
      3. literary contributions of Native Americans
      4. oral poetry (including emergence and creation tales, Zunichants)
      5. traditional tales (including trickster tales)
      6. contemporary literature (focusing on short stories, novels, and poetry)
   C. Social, historical, biographical, or philosophical background as needed for full discussion of specific works
   D. Close reading and analysis of assigned works by Native American writers from a variety of nations and cultures, including such nations as the Lakota, Winnebago, Hopi, Navajo, Maidu, Cherokee, Yokuts, Pomo, Miwok, and Chumash people.
   E. Review of principles of academic expository writing as needed: unity, organization, coherence, sufficiency of development, logic of argument, appropriate use of specific reference and quotation as evidence in writing about and analyzing text, integration of references to literary text, to secondary sources, to historical, philosophical, or observation in the development of ideas about works of literature
   F. Review methods of library research as needed: sources appropriate to study of literature, legitimate use of secondary sources, conventions of citing references and quoting from literary works

B. ENROLLMENT RESTRICTIONS
1. **Prerequisites**

Satisfactory completion of ENGL 50 or equivalent placement by MJC assessment process.

2. **Advisories**

Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**

*Before entering the course, the student will be able to:*

a. Comment on and analyze reading selections in directed class discussions.

b. Write compositions as assigned, employing sound rhetorical and organizational skills.

c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

**C. HOURS AND UNITS**

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**D. METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign readings: texts of literary works and selections, supplementary reading in literary criticism, supplementary reading in history and/or sociological criticism as needed for background information

2. Lecture on literary works, literary periods, and writing about literature

3. Direct and facilitate class discussions and panel discussions

4. Assign literary and/or historical analysis essays

5. Assign journal responses related to class readings

6. Play recordings or screen films and video presentations

**E. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

a. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.

b. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.

2. Preparation for in-class essays, quizzes and exams, such as a midterm and final.
2. **EVIDENCE OF CRITICAL THINKING**

Assignments require the appropriate level of critical thinking

1. Create a presentation on the assigned theme that pulls from the ideologies of multiple nations.
2. After watching *Smoke Signals*, write a paper that answers these questions: what does Victor discover and who helps him/affects him either positively or negatively on this path toward this/these discovery/discoveries?
3. Quiz Questions:
   A. In Sherman Alexie’s "The Approximate Size of My Favorite Tumor," why is *humor* so important?
   B. In Alexie's "This is What It Means to Say Phoenix, Arizona," what happened to the long-eared jackrabbit that Thomas and Victor saw in Nevada?
   C. In Bryant's "Swimming Upstream," why does Anna May have her son taken away from her?
4. Final Exam Questions:
   A. Discuss the evidence of the struggle with settlement and colonization in the works of Glancy (“SHEdonism”) and Johnson (“As It Was in the Beginning”).
   B. Document the chronology of either the Anishinaabeg struggle to retain indigenous rice strains or the Apache fight to retain tribal land important to their religion. What events led to where they are today? What is the current state of affairs?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

identify movements, terms, and themes in traditional and contemporary Native American literature; inform and argue verbally and textually about the historical and literary context of Native American literature.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Read and analyze in directed class discussion or in written analysis assigned works of nonfiction, fiction, poetry, autobiography, and drama written by Native American writers.

b. Analyze the continuity from traditional tales to contemporary literature.

c. Describe the relationship of Native American literature to the American literary canon.

d. Describe and point out examples that illustrate the influence on the work of Native American writers of earlier literary and oral forms (e.g., pre and post Columbus legends of the Native Peoples).

e. Describe a given work in terms of its position in the chronology of Native American literature.

f. Identify and point out the recurrence of themes and major ideas expressed throughout Native American literature of various genre and in various historical periods.

g. Describe the relationship of form and purpose in writing of various genre (e.g., the influence of setting on tone, the revelation of character through dialogue, and the effect of characterization on establishing theme).

h. Articulate and support inferences concerning the writer’s thought and feeling about experiences revealed through the literature.

i. Comment on the relevance of thoughts and perceptions conveyed through the work of Native American writers to personal experiences, thoughts, and perceptions or to private and public events and conditions of the contemporary world.

j. Describe differences between the diverse literatures of various nations and cultures, and explain the diversity in terms of the influence of cultural differences, changing times, places, and historical events that are then reflected in the literature.

k. Write analytically and critically about assigned readings, demonstrating writing skills appropriate to competent academic expository writing.

l. State a thesis in demonstration of his or her understanding of the works read, limiting scope of topic and qualifying the thesis statement as needed.

m. Support assertions with sufficient and appropriate reference to primary and secondary sources.

n. Maintain unity of thought and purpose in the development of his or her propositions.

o. Provide for an organization which contributes to the purpose of the composition.

p. Adapt writing strategies to the requirements of the writing occasion (e.g., essay exam or other timed writing, writing for research papers).

q. Exhibit skills for paragraph composition, including sufficiency of development, coherence, and unity of thought and purpose.

r. Exhibit skills of sentence composition, including a variety of types appropriate to emphasis and thought, as well as the logic of conventions of grammar and usage appropriate to academic writing.

s. Exhibit skills of word use, including adherence to conventions of spelling and meaning and use of
diction that is precise, economical, and appropriate to academic discourse.

t. Exhibit skills of rewriting, including proofreading for error and weakness or imprecision of expression, as well as rethinking and reorganizing for clarity and improved focus.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Literary analysis essays
2. Responses to reading
3. Quizzes
4. Presentations
5. Class discussions

B. SUMMATIVE ASSESSMENT

1. Literary analysis essays
2. Exams
3. Presentations
Proposal Impact

ENGL 179 Introduction to Native American Literature, Mythology, and the Oral Tradition
**Course Revision Major**
Emily Malsam

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
ENGL 183 Course Data Summary Report

ENGL 183 - Introduction to Tutoring Composition
Action Type: Periodic Review
Effective:
Primary Author: Adrienne Peek
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: 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

Curriculum Committee Agenda 579 March 31, 2009
Prerequisite: ENGL 101
ENGL 183

OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 183 Introduction to Tutoring Composition 2 Units
Introductory course in the tutoring processes of English composition. Students will learn strategies for tutoring developmental to advanced writers. Specific focus will be on techniques for improvement of fluency, structure, revision, proofreading, and reading. Intended for students selected as tutors for the Division of Literature and Language Arts’ learning centers.
Prerequisite: Satisfactory completion of ENGL 101.

Field trips might be required. Units/Hours: 2.00 Units: Lecture - 36.00 hours
Grading: A-F Only Transfer: CSU

LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Overview
      i. Beginning tutoring practices and procedures
      ii. Introduction to interpersonal relations in tutoring

   b. Introduction of strategies for tutoring a variety of writers, such as
      i. Visual learners, auditory learners, tactile learners
      ii. Reluctant or anxious writers
      iii. Advanced writers

   c. Introduction of strategies for working with a variety of writing tasks, such as
      i. Narrative essays
      ii. Literary analysis
      iii. Argumentative papers
      iv. Reviews and critiques
      v. In-class essay exams
      vi. Research papers

   d. Introduction of strategies for understanding and tutoring students at Basic Skills levels,
i. Examining challenges associated with each level of development, and

ii. Applying strategies and techniques for tutoring writers at each level of development

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 101.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Adhere to conventions of correctness in standard academic writing;
   
   b. Compose fully developed paragraphs which are unified in thought;
   
   c. Establish a thesis, develop main points, select examples and details relevant to the support of a thesis;
   
   d. Limit scope of composition to what can be reasonably dealt with in an argument of given length;
   
   e. Employ responsible practices in the development of research projects.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Lead discussions of the assigned readings dealing with tutoring and inter-personal relations in tutoring;
   
   2. Assign and/or lead directed small group and large group discussions of tutoring issues;
   
   3. Conduct mock tutorial demonstrations in which the student applies information from reading selections and individual, small group, and large group discussions;
   
   4. Assign compositions of 500 words in response to material specific to tutoring
   
   5. Assign compositions and/or lead discussions in which students are to formulate and express judgments based on information or ideas from reading selections, class discussion, and tutoring experiences;
   
   6. Assign compositions and/or lead discussions in which students are to explain and support judgments with relevant information, distinguishing between what may be regarded as fact, and that which is judgment or opinion;
   
   7. Assign compositions and/or lead discussions in which students are to evaluate and test the soundness of judgments (their own and those of other students and tutors) based on the introduction of new information or of another point of view.
E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   a. Weekly reading and writing assignments totaling at least four hours per week
   b. One or two essays per term

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   a. Read "Observing in the Writing Center" by Paula Gillespie and Neal Lerner. Although the article is written with a third-person perspective, read it with a first-person perspective. Use Gillespie and Lerner's guidance to help you reflect upon your own tutoring session (that the instructor observed and the tutor tape recorded) as you write an essay similar to Gillespie and Lerner's.
   b. After reading Pratt's essay about "contact zones," focus on this quotation and write a journal entry in which you answer the questions below.

   "...in order to lay out some thoughts about writing and literacy in what I like to call the contact zones. I use this term to refer to social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today. Eventually I will use the term to reconsider the models of community that many of us rely on in teaching and theorizing and that are under challenge today" (584-5)
   a. What questions do you have about this article?
   b. What insights can you offer?
   c. What connections can you make between this article and your work in the Writing Center?
   d. What metaphorical intersections or borders do MJC Writing Center tutees encounter?

F. TEXTS AND OTHER READINGS (TYPICAL)

5. Other: The Writing Lab Newsletter, Muriel Harris, editor

III. DESIRED LEARNING

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:*
   read student writing actively and analytically, evaluating global ideas and surface structures of essays and other texts to discuss with the writer.
B. **STUDENT LEARNING GOALS**
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:

   a. Describe composition as related to beginning levels of tutoring writing, a. examining the thinking and writing processes of effective and ineffective writers at all levels, and b. employing methods and strategies for effective tutoring of writing.

   b. Read examples of student writing actively and analytically, evaluating global ideas and surface structures of essays and other texts at a novice level, a. identifying the main idea, thesis, or unifying theme in expository writing, b. distinguishing subordinate or supporting ideas and information from higher order ideas and information, c. describing, commenting on, and questioning the effect of the organizational structure, tone, and diction of written discourse, d. pointing out and questioning examples of logical fallacies, or of slanted or propagandistic use of language in argument, and e. identifying, describing, and locating patterns and problems in grammar, punctuation, and spelling.

   c. Demonstrate and discuss the writing process and its elements; including a. methods of generating ideas for a composition, b. methods of focusing, organizing, and developing ideas for a composition, c. methods of and questions for rephrasing a written argument to ensure clear meaning and logic, d. methods of providing coherence within and between paragraphs, and e. techniques and strategies appropriate to writing an academic research paper, including use of conventions of documentation relevant to specific fields or disciplines; employing basic methods and strategies for translating theory into writing effectively and into effectively tutoring writing.

   d. Demonstrate and discuss the editing process, including a variety of sentence structures as needed to provide for readability and indicate relationship between thoughts.

   e. Recognize and discuss patterns of error and deviations from conventions in English composition.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **SUMMATIVE ASSESSMENT**

1. Writing assignments: evaluation of the students’ achievement of the course objectives should be based in part on the clarity and effectiveness of their writing and the degree to which the writing successfully incorporates principles of tutoring and composition taught in the course

2. Reading assignments: evaluation of the students' achievement of the course objectives should be based, in part, on the clarity of understanding of assigned reading selections and the degree to which they are successful in relaying tutoring strategies. Understanding and recognition may be demonstrated in class discussion or more formally in written analyses or examinations (2,500 words minimum)

3. Mock tutoring demonstrations
Proposal Impact

ENGL 183 Introduction to Tutoring Composition
**Periodic Review**
Adrienne Peek

Courses
1. ENGL 184 *Active*

Cross Listed Courses

Programs
1. English A.A. Degree Major *New Program*
ENGL 184 Course Data Summary Report

ENGL 184 - Advanced Tutoring of Composition
Action Type: Periodic Review
Effective:
Primary Author: Adrienne Peek
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: State Classification:
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 183
Modesto Junior College
Course Outline of Record
ENGL 184

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

ENGL 184 Advanced Tutoring of Composition 2 Units
Course in the advanced techniques of tutoring processes of English composition. Students will further develop strategies for tutoring developmental to advanced writers. Specific focus will be on advanced techniques for improvement of fluency, structure, revision, proofreading, and reading and on the study of timely issues affecting tutors and students. Intended for students selected as tutors for the Division of Literature and Language Arts’ learning centers.
Prerequisite: Satisfactory completion of ENGL 183.

Field trips might be required. Units/Hours: 2.00 Units: Lecture - 36.00 hours
Grading: A-F Only Transfer: CSU

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

a. Advanced demonstration and modeling of tutorial sessions involving a variety of writers, such as

   i. Visual learners, auditory learners, tactile learners
   ii. Reluctant or anxious writers
   iii. Developmental writers
   iv. Advanced writers

b. Further application of composition theories with a variety of writing tasks, such as

   i. Narrative or recall essays
   ii. Literary analysis
   iii. Argumentative papers
   iv. Reviews and critiques
   v. In-class essay exams
   vi. Research papers

c. Articulating the interaction of global ideas and surface structures in student writing

   i. Synthesize the relationships among the global aspects of essays:
   a. Title
   b. Introduction and thesis
c. Body paragraphs, supporting details, and evidence
d. Conclusion

ii. Review of grammar and punctuation
   a. Basic parts of speech
   b. Sentence structure and grammar
   c. Punctuation

d. Articulating the significance of contemporary topics to developmental to advanced writers. Topics may include terms such as:
   i. Writing across the curriculum, where subject matter and assignments across the campus vary from semester to semester
   ii. Generation 1.5
   iii. Standardized assessment
   iv. Changing technologies in education
   v. Cultural diversity
   vi. Additional study of other timely issues such as those listed above
      a. Explain the significance of these issues in the classroom
      b. Understand how various issues surface in student writing
      c. Articulate to students how to overcome deficiencies resulting from such issues

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 183.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Describe basic concepts of composition theory as it relates to beginning levels of tutoring English writing;
   b. Read examples of student writing actively and analytically, evaluating global ideas and surface structures of essays and other texts at a novice level;
   c. Demonstrate and discuss the writing process and its elements, employing basic methods and strategies for translating theory into writing effectively and into effectively tutoring writing.

C. HOURS AND UNITS

2 Units
### METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lead discussions of the assigned readings dealing with tutoring and inter-personal relations in tutoring;
2. Assign and/or lead directed small group and large group discussions of tutoring issues;
3. Observe tutorial sessions in which the student further models tutorial strategies for students enrolled in Introduction to Tutoring Composition (English 183), applying information from reading selections and individual, group, and large group discussions;
4. Assign compositions of 500-1000 words drawn from tutoring experience and/or writing philosophies as they relate to tutoring;
5. Assign compositions and/or lead discussions in which students are to formulate and express advanced judgments based on information or ideas from reading selections, class discussion, and tutoring experiences;
6. Assign compositions and/or lead discussions in which students are to explain and support judgments with relevant information distinguishing between what may be regarded as fact, and that which is judgment or opinion;
7. Assign compositions and/or lead discussions in which students are to evaluate and test the soundness of judgments (their own and those of other students and writing tutors) based on the introduction of new information or of another point of view.

### ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly reading and writing assignments totaling at least four hours per week
   b. One or two essays per term

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking

   a. Read "Observing in the Writing Center" by Paula Gillespie and Neal Lerner. Although the article is written with a third-person perspective, read it with a first-person perspective. Use Gillespie and Lerner's guidance to help you reflect upon your own tutoring session (that the instructor observed and the tutor tape recorded) as you write an essay similar to Gillespie and Lerner's.

   b. After reading Pratt's essay about "contact zones," focus on this quotation and write a journal entry in which you answer the questions below.

   "... in order to lay out some thoughts about writing and literacy in what I like to call the contact zones. I use this term to refer to social spaces where cultures meet, clash, and grapple with each other, often in contexts of highly asymmetrical relations of power, such as colonialism, slavery, or their aftermaths as they are lived out in many parts of the world today. Eventually I will use the term to reconsider the models of community that many of us rely on in teaching and theorizing and that are under challenge today" (584-5)
What questions do you have about this article?

What insights can you offer?

What connections can you make between this article and your work in the Writing Center?

What metaphorical intersections or borders do MJC Writing Center tutees encounter?

F. TEXTS AND OTHER READINGS (TYPICAL)


5. Other: The Writing Lab Newsletter edited by Muriel Harris

III. DESIRED LEARNING

A. COURSE GOAL

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

demonstrate advanced facilitative and leadership skills relating to tutoring practices and procedures.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. Demonstrate advanced facilitative and leadership skills relating to tutoring practices and procedures, such as the ability to lead discussions and model tutorial sessions.

b. Analyze composition philosophies as they relate to tutoring writing, a. evaluating the thinking and writing processes of writers from developmental to advanced levels, and b. selecting and employing methods and strategies for translating theory into writing effectively and into effectively tutoring writing.

c. Demonstrate advanced methods and strategies for reading and writing actively and analytically, evaluating global ideas and surface structures in student writing and in assigned class texts.

d. Evaluate relationships between literature and local students, speculate the impact of contemporary topics on local students, and anticipate the outcomes of local students based on topics such as, writing across the curriculum, generation 1.5, standardized assessment, technology in education, cultural diversity, and other timely issues.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **SUMMATIVE ASSESSMENT**

1. Writing assignments: evaluation of the students’ achievement of the course objectives should be based in part on the clarity and effectiveness of their writing and the degree to which the writing successfully incorporates principles of tutoring and composition taught in the course.

2. Reading assignments: evaluation of the students’ achievement of the course objectives should be based, in part, on the clarity of understanding of assigned reading selections and the degree to which they are successful in relaying tutoring strategies. Understanding and recognition may be demonstrated in class discussion or more formally in written analyses or examinations (2,500 words minimum).

3. Mock tutoring demonstrations.
Proposal Impact

ENGL 184 Advanced Tutoring of Composition
**Periodic Review**
Adrienne Peek

Courses

Cross Listed Courses

Programs

1. English A.A. Degree Major *New Program*
INTEC 262 - Hydraulics/Pneumatics  3 Units

Action Type: Periodic Review
Effective:
Primary Author: Pedro Mendez
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:  
State Classification: I
Open Entry/Open Exit: No  Work Experience: No

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?)
Modesto Junior College
Course Outline of Record

INTEC 262

I. OVERVIEW
The following information will appear in the 2010 - 2011 catalog

**INTEC 262** Hydraulics/Pneumatics 3 Units

Also offered as: AGM - 262: Hydraulics/Pneumatics
Principles and technical application of hydraulics and pneumatics systems in industry.

Three maximum completions.
Field trips might be required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours
**Grading:** A-F or P/NP - Student choice **Transfer:** CSU

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. History of fluid use and development
      i. Hydraulics in industry
      ii. Pneumatics in industry
      iii. Use of power in agriculture and industrial applications
      iv. The place of fluid power/energy relationship in equipment design

   b. Uses and application of hydraulics and pneumatics in industry
      i. Systems
      ii. Applications
      iii. Basic physical science and mechanical laws governing hydraulics

   c. Components of hydraulics and their management
      i. Pumping Systems
      ii. Valves
         a. Directional Control
         b. Flow Control
         c. Pressure Control
      iii. Cylinders and other Cylinder and Motros activators
      iv. Seals and packing
v. Lines and fittings
vi. Other system components
vii. Filters Reserces and Fluid Heat Exchangers
viii. Pneumatic system components and differences
d. Transmissions—hydrostatic
   i. Types
   ii. Application in power equipment
e. Fluid properties
   i. Function and characteristics
   ii. Fluid passages and transmission lines
   iii. Pressure drops
f. Maintenance of hydraulic and pneumatic systems
   i. Servicing and adjusting
   ii. Inspecting and testing
   iii. Repairing and overhauling
   iv. Troubleshooting

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Classroom Lecture
2. Overview of Technical Manuals
3. Students to augment classroom lecture will complete problem-solving situations.
4. Pneumatic and Hydraulic System Demonstrations
5. Use of Multi-media: Videos, DVD, powerpoints
6. Industry Guest Speakers and/or Field Trips to local Facilities

D. ASSIGNMENTS (TYPICAL)
1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
*Time spent on coursework in addition to hours of instruction (lecture hours)*

a. Weekly Chapter Reading Assignments
b. Weekly Homework Assignments
c. Per Term 1-2 complex projects (Pneumanitic and Hydraulic Design Problems that include equipment specifications, system design and material selection and pricing)
d. Assigned technical manuals for review and assessment

2. **EVIDENCE OF CRITICAL THINKING**  
*Assignments require the appropriate level of critical thinking*

Typical Exam/Quizzes or Homework questions:

- Please describe in detail three stages of air treatment and all relevant components in a typical pneumatics system.
- Compare and contrast the benefits and costs of piston, rotary, dynamic and screw compressors.
- List at least three reasons why valve positioners are used to improve pneumatic-operated actuators.
- What are the two techniques used to measure viscosity? Explain the differences.
- Given a specific scenario. Design a hydraulic/pneumatic system that meets the design criteria.
- Quizzes and Exams would also require students to examine schematic symbols and be able to read diagrams identifying components, systems, flow, etc.

Design Project Example:

Your job is to design a hydraulic system that will operate a screw conveyor and 5 tank valves. The system must include a reservoir, hydraulic cylinders, directional control, pressure relief, flow control, filter, pump, motor and anything else you deem necessary that will drive a golf cart. The worst case situation is that the cart will drive on dirt, climb a 20% slope, and accelerate to 20 miles per hour. The rear wheel diameter of the cart is 1 foot. Design the motor first then the pump, then add all required components.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

2. **Other:** FOS Hydraulics, Deere, Deere & Co. Publishing

III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

- identify common components and apply basic design concepts in hydraulic and pneumatic equipment.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.
1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   
   a. Identify the components which make up common industry hydraulic and pneumatic systems.
   
   b. Explain common terms and identify problems related to pneumatics and hydraulics.
   
   c. Apply basic hydraulic and pneumatic design concepts to stationary and mobile equipment.
   
   d. Outline common fluid system service procedures.
   
   e. Analyze and test fluid systems for failures.
   
   f. Develop good service procedures to prolong system life.
   
   g. Match fluids to appropriate hydraulic systems.
   
   h. Examine each of the five main system components.
   
   i. Test for and diagnose common hydraulic system and preventive system problems.
   
   j. Outline the development history, technical applications, and limitations of hydraulic and pneumatic systems.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Classroom discussion
   
   2. Quizzes
   
   3. Weekly homework assignments

B. **SUMMATIVE ASSESSMENT**

   1. Evaluation of student projects
   
   2. Mid Term and/or Final Exam
Proposal Impact

INTEC 262 Hydraulics/Pneumatics
**Periodic Review**
Pedro Mendez

Courses

Cross Listed Courses

1. AGM 262 Active

Programs

1. Industrial Technology - Maintenance A.S. Degree *New Program*
MATH 47 - Skills for Success in Non-transfer Level Courses

Action Type: Course Revision Major

Effective:

Primary Author: Sarah Curl

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: Yes  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. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**MATH 47 Skills for Success in Non-transfer Level Courses**

*Formerly listed as: MATH - 47: Skills for Success in Elementary Algebra*

Designed to provide practice in basic mathematical skills needed for success in non-transfer level math courses. Particularly useful for those who are weak in prerequisite skills or who have struggled in other non-transfer level mathematics courses. **NOTE: MATH 47 DOES NOT serve as a prerequisite to any mathematics course.**

Four maximum completions.  
Field trips are not required.  **Units/Hours:** 0.50 Units: Lab - 27.00 hours  
**Grading:** P/NP Only

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   Note - This course has only lab hours. All course content is described within the Lab Content section.

2. **Required Lab Content:**

   a. Integers
      i. Arithmetic Operations with Integers
      ii. Order of Operations
      iii. Applications

   b. Fractions
      i. Arithmetic Operations with Fractions
      ii. Applications

   c. Equations: Solving Linear Equations and Checking Solutions

   d. Formulas
      i. Evaluate formulas for given values
      ii. Solve a formula for a variable
      iii. Applications

   e. Applied Geometry
i. Perimeter
ii. Area
iii. Volume
iv. Angles
v. Pythagorean Theorem

f. Graphing
   i. Plotting Points
   ii. Graphing Lines

g. Factoring
   i. Factor Out the Greatest Common Factor
   ii. Factor by Grouping
   iii. Factoring Trinomials
   iv. Factor Differences of Squares and Sums and Differences of Cubes

h. Properties and Operations of Real Numbers
   i. Linear Equations, Graphing, and Inequalities

j. Simplifying Expressions

k. Solving Equations

l. Solving and Graphing Inequalities

m. Exponents and Radicals
   i. Simplifying Expressions
   ii. Solving Equations with Radicals
   iii. Rationalizing Denominators

n. Polynomials
   i. Arithmetic Operations
   ii. Factoring
   iii. Solving Equations Using the Factoring Method

o. Rational Expressions
   i. Arithmetic Operations
   ii. Complex Fractions
   iii. Solving Equations with Rational Expressions
iv. Applied Problems

p. Linear Equations in Two Variables
   i. Graphing Lines
   ii. Slope of a Line
   iii. Write and Equation of a Line
   iv. Graph Linear Inequalities

q. Systems of Linear Equations
   i. Solve by Graphing
   ii. Solve by the Substitution Method
   iii. Solve by the Addition/Elimination Method
   iv. Applied Problems

r. Quadratic Equations
   i. Solve by the Square Root Method
   ii. Solve by Completing the Square
   iii. Solve by the Quadratic Formula

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Initial orientation meeting.
2. Students will be evaluated and assigned topics for review by the computer program.
3. Computer software will present content, demonstrate correct techniques, and lead students through a collection of on-line exercises.
4. Work through assigned content material on-line.
5. Students navigate learning paths based on their level of readiness.
6. Periodic meetings to evaluate student's progress.
D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Each module within each category takes approximately 8 - 10 hours to complete. Each student will need to complete three modules to receive credit for the course.

2. EVIDENCE OF CRITICAL THINKING
   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 courses in the primary sequence.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: ALEKS: (Assessment and LEarning in Knowledge Spaces) (an artificial intelligence-based system for individualized math learning available via the World Wide Web) McGraw Hill Publisher

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 non-transfer level 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.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

2. Lab Learning Goals
   Upon satisfactory completion of the lab portion of this course, the student will be able to:

   a. Add, subtract, multiply, divide, round, and find the prime factorization of whole numbers
   b. Add, subtract, multiply, divide, and reduce fractions and mixed numbers
   c. Add, subtract, multiply, divide, and round decimals
   d. Convert between decimals, percents, fractions, and mixed numbers
   e. Use rules of exponents to simplify expressions
   f. Use scientific notation to represent large and small numbers
   g. Find the perimeter, area, or volume of a given simple two or three-dimensional figure
   h. identify and describe properties of real numbers
   i. graph linear equations and inequalities in one variable
   j. add, subtract, multiply, divide and factor polynomials
   k. simplify expressions and solve equations involving rational expressions
   l. solve applications using the Pythagorean Theorem
m. add, subtract and multiply complex numbers
n. solve quadratic equations using various methods

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Continuous computerized assessment after student completes each problem

B. SUMMATIVE ASSESSMENT
   1. Satisfactory completion of each module requires correct answers on a minimum of 70% of the problems assigned within the module. Student must satisfactorily complete three modules to earn each 1/2 unit of credit.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Sarah Curl
DATE SUBMITTED:

COURSE PREFIX AND NUMBER: MATH 47
COURSE TITLE: Skills for Success in Non-transfer Level Courses
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.

The initial orientation is done face-to-face. Periodical evaluations are done face-to-face. The remainder of the course is done online. Approximately 90% of the course is done online.

TYPE OF TEACHING MODALITIES

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<td>Web or Computer-based Activities</td>
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<td>Telephone Contact</td>
<td>Viewing video/audio Materials</td>
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<td>E-mail</td>
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<td>Individual Meetings</td>
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<tr>
<td>Viewing Text-based Materials</td>
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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? The initial orientation is done face-to-face. Periodical evaluations are done face-to-face. The remainder of the course is done online. Approximately 90% of the course is done online.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students can seek instructor's help as needed through telephone, e-mail or face-to-face meeting during office hours.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. Students learn mathematical procedures through the program and they are assessed by the program.

4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? This course is offered in online format only and evaluation methods will be as described in the course outline.
**Expedited Approval Information**

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<td>To ensure student progression w/in program</td>
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<td>Provide below your written rationale demonstrating imminent need</td>
<td>MATH 810 was approved by our curriculum committee, but did not get the approval of the State Chancellor's office. We had to completely change our approach to this course.</td>
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Proposal Impact

MATH 47 Skills for Success in Non-transfer Level Courses
**Course Revision Major**
Sarah Curl

Courses

Cross Listed Courses

Programs
MATH 49 - Skills for Success in Transfer Level Math courses

Action Type: Course Revision Major
Effective:
Primary Author: Elzbieta Jarrett
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: Yes  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. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

MATH 49  Skills for Success in Transfer Level Math courses  0.5 Unit
Formerly listed as: MATH - 49: Skills for Success in Intermediate Algeb
Designed to provide practice on mathematical skills needed for success in transfer level mathematics courses. Particularly useful for those who are weak in prerequisite skills or who have struggled in intermediate algebra or precalculus courses. NOTE: MATH 49 DOES NOT serve as a prerequisite to transferable mathematics courses.

Four maximum completions.
Field trips are not required. Units/Hours: 0.50 Units: Lecture - 4.50 hours Lab - 13.50 hours
Grading: P/NP Only

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:
   Note - This course has only lab hours. All course content is described within the Lab Content section.

2. Required Lab Content:
   a. Linear Equations and Inequalities
      i. Linear equations
      ii. Linear inequalities
      iii. Applications
      iv. Absolute value
   b. Graphs of Linear Functions
      i. Graphing lines
      ii. Equations of lines
      iii. Inequalities in two variables
      iv. Sets, relations, and functions
   c. Systems of Linear Equations and Inequalities
      i. Solving systems of linear equations
ii. Applications

iii. Matrices

iv. Graphing system of linear inequalities

d. Exponents and Polynomials

i. Integer and rational exponents

ii. Manipulating polynomial expressions

iii. Factoring

e. Rational Expressions and Rational Functions

i. Simplifying expressions

ii. Adding, subtracting, multiplying, and dividing expressions

iii. Solving rational equations

iv. Graphing a rational function

v. Applications

f. Radicals

i. Simplifying radicals

ii. Adding, subtracting, multiplying, and dividing radicals

iii. Radical equations

iv. Rational exponents

g. Complex Numbers and Quadratic Equations

i. Operations on complex numbers

ii. Quadratic equations

h. Exponential and Logarithmic Expressions

i. Functions

ii. Laws of logarithms

iii. Solving exponential and logarithmic equations

iv. Graphing exponential and logarithmic functions

i. Conic sections

i. Parabolas
ii. Circles
iii. Ellipses
iv. Hyperbolas

j. Sequences and Series
   i. Introduction to sequences and series
   ii. Arithmetic sequences
   iii. Geometric sequences
   iv. Geometric series

B. ENROLLMENT RESTRICTIONS

1. Requisite Skills
   Before entering the course, the student will be able to:
   a. Simplify arithmetic expressions using the correct order of operations.
   b. Simplify algebraic expressions by combining like terms.
   c. Solve linear equations in one variable.
   d. Solve and graph linear inequalities in one variable.
   e. Graph linear equations and inequalities in two variables.
   f. Write the equation of a line describing the relationship between two variables.
   g. Solve systems of linear equations in two variables by the graphing method, the substitution method, or the elimination-by-addition method.
   h. Solve systems of linear inequalities by graphing and shading.
   i. Add, subtract, multiply, and divide polynomials.
   j. Factor polynomials, by factoring out the GCF, factoring by grouping, special factorizations, and guess and check.
   k. Solve quadratic equations by factoring.
   l. Simplify algebraic expressions by correctly applying the rules of exponents.

C. HOURS AND UNITS

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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0.5 Units
D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Students will have to attend initial orientation meeting.
2. Students will be evaluated and assigned topics for review by the computer program.
3. Computer software will present content, demonstrate correct techniques, and lead students through a collection of on-line exercises.
4. Work through assigned content material on-line.
5. Students will navigate learning paths based on their level of readiness.
6. There will be periodic meetings to evaluate student's progress.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   Each module takes approximately 8 - 10 hours to complete. Each student will need to complete three modules to receive credit for the course.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Modules are designed to help students to think critically so that they can succeed in transfer level math classes.

F. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: ALEKS: (Assessment and LEarning in Knowledge Spaces) (an artificial intelligence-based system for individualized math learning available via the World Wide Web) McGraw Hill Publisher
2. Other: 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 transfer level 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.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:

2. Lab Learning Goals
   Upon satisfactory completion of the lab portion of this course, the student will be able to:
   
a. Solve problems involving absolute values.
   
b. Solve systems of linear equations using elimination and matrices, and solve application problems involving system of equations.
c. Manipulate polynomial expressions by exponentiation, factorization, and arithmetic operations.
d. Simplify rational expressions and solve rational equations.
e. Add, subtract, multiply and divide complex numbers.
f. Graph quadratic functions given in standard form or general form by using transformations.
g. Simplify, expand, and contract logarithmic expressions using the rules of logarithms.
h. Solve logarithmic and exponential equations.
i. Graph exponential and logarithmic functions.
j. Identify, based on its equation, and correctly graph each type of conic section: circles, parabolas, ellipses, and hyperbolas.
k. State the general term of an arithmetic or geometric sequence, find the sum of an arithmetic or geometric sequence, and determine the first few terms of a given arithmetic, geometric, or recursive sequence.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Continuous computerized assessment after students completes each problem.

B. SUMMATIVE ASSESSMENT

1. Satisfactory completion of each module requires correct answers on a minimum of 70% of the problems assigned within the module. Student must satisfactorily complete three modules to earn each 1/2 unit of credit.
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Elzbieta Jarrett  
COURSE PREFIX AND NUMBER: MATH 49  
COURSE TITLE: Skills for Success in Transfer Level Math courses  
EFFECTIVE DATE: 

DATE SUBMITTED: 

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.

Initial orientation and follow-up progress check meetings are done face-to-face. The remaining part of the course is done on-line only. Approximately 90% of the course is done 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>
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<tr>
<td>Telephone Contact</td>
<td>Viewing video/audio Materials</td>
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<tr>
<td>E-mail</td>
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<tr>
<td>Individual Meetings</td>
<td></td>
</tr>
<tr>
<td>Viewing Text-based Materials</td>
<td></td>
</tr>
</tbody>
</table>


COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? Initial orientation and follow-up progress check meetings are done face-to-face. The remaining part of the course is done on-line only. Approximately 90% of the course is done online.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students can seek instructor's help as needed through telephone, e-mail or face-to-face meeting during office hours.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. Students learn mathematical procedures through the program and they are assessed by the program.

4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? This course is offered in online format only and evaluation methods will be as described in the course outline.
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<thead>
<tr>
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<tbody>
<tr>
<td><strong>What effective date are you requesting?</strong></td>
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<tr>
<td><strong>Why are you requesting expedited approval?</strong></td>
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<tr>
<td><strong>Provide below your written rationale demonstrating imminent need</strong></td>
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</table>
Proposal Impact

MATH 49 Skills for Success in Transfer Level Math courses
**Course Revision Major**
Elzbieta Jarrett

Courses

Cross Listed Courses

Programs
MATH 70 - Elementary Algebra

5 Units

Action Type: Course Revision Major
Effective:
Primary Author: James Johnson
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: No

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?)

Enrollment Restrictions & Advisories

Prerequisite: MATH 20

Curriculum Committee Agenda 633 March 31, 2009
I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**MATH 70**  *Elementary Algebra*  
Equivalent to a first-year high school algebra course. Topics include: simplifying algebraic expressions, solving linear and quadratic equations, factoring, graphing lines and parabolas, solving systems of equations, rational expressions, and radicals, with application problems incorporated into each topic.

**Prerequisite:** Satisfactory completion of MATH 20. or equivalent placement by MJC assessment process

Field trips are not required. **Units/Hours:** 5.00 Units: Lecture - 90.00 hours  
**Grading:** A-F or P/NP - Student choice

II. **LEARNING CONTEXT**
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:

**A. COURSE CONTENT**

1. **Required Content:**

   a. Review of the Real Numbers
      i. Properties
      ii. Arithmetic Operations
      iii. Order of Operations

   b. Linear Equations and Inequalities in One Variable
      i. Simplifying Expressions
      ii. Addition and Multiplication Properties of Equality
      iii. Solving Linear Equations in One Variable
      iv. Applications
      v. Inequalities
         a. Solving Linear Inequalities in One Variable
         b. Graphing Linear Inequalities on the Number Line
         c. Expressing Answers Using Interval Notation

   c. Linear Equations and Inequalities in Two Variables
i. Graphing Linear Equations in Two Variables

ii. Slope of a Line

iii. Graphing Linear Inequalities in Two Variables

iv. Introduction to Functions

d. Linear Systems

i. Solving by Graphing

ii. Solving by Substitution

iii. Solving by Elimination by Addition

iv. Dependent and Inconsistent Systems

v. Graphing Systems of Linear Inequalities

vi. Applications

e. Polynomials

i. Degree and Number of Terms Classification

ii. Addition, Subtraction, Multiplication, Division, and Powers of Polynomials

iii. Special Products of Binomials

iv. Factoring Polynomials

v. Solving Equations by Factoring

vi. Applications

f. Rational Expressions

i. Simplifying Rational Expressions and Finding Values of Rational Expression where the Rational Expression is Undefined

ii. Multiplying and Dividing Rational Expressions

iii. Least Common Denominator

iv. Adding and Subtraction Rational Expressions

a. With Linear Denominators

b. with Simple Quadratic Denominators

v. Complex Fractions

vi. Solving Equations

vii. Applications

g. Exponents and Radicals

i. Rules of Exponents
ii. Scientific Notation
iii. Evaluating Radicals
iv. Simplifying Radical Expressions
v. Using Rational Exponents
vi. Solving Equations Involving Radicals
vii. Rationalizing the Denominator

h. Quadratic Equations and Graphing Parabolas
i. Solving by Square Root Method
ii. Solving by Completing the Square
iii. Solving by Quadratic Formula
iv. Introduction to Complex Numbers
v. Graphing Simple Parabolas

2. **Recommended Content:**

   a. Variation

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of MATH 20 or equivalent placement by MJC assessment process.

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*

   a. Use mathematical vocabulary correctly

   b. Compare two numbers using an inequality

   c. Demonstrate the ability to add, subtract, multiply, and divide with whole numbers, integers, fractions, mixed numbers, and decimals

   d. Demonstrate the ability to convert fractions to decimals and decimals to fractions

   e. Demonstrate the ability to convert fractions and decimals to percents and vice versa

   f. Solve applied problems involving percent

   g. Add and subtract polynomials with integer, fraction, or decimal coefficients
h. Multiply polynomials by monomials
i. Determine the product of two binomials
j. Find the quotient of a polynomial and a monomial
k. Solve linear equations
l. Evaluate expressions and formulas for given values
m. State and use appropriate formulas to calculate the area or volume of common objects, using both the English and metric systems of measurement
n. Translate simple verbal expressions to algebraic expressions
o. Evaluate absolute value expressions
p. Use the Pythagorean Theorem to find the length of a missing side in a right triangle
q. Plot points on a Rectangular Coordinate System
r. Find solutions of a linear equation in two variables
s. Graph a line

C. **HOURS AND UNITS**

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lab</td>
<td>00.00000</td>
<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>00.00000</td>
<td>0</td>
</tr>
</tbody>
</table>

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Demonstration of mathematical techniques
4. Guided practice
5. Homework assignments
6. Discussion of concepts with instructor and other students in class

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Daily homework assignments requiring on the average two hours per class hour
   
   b. Daily review of class notes
c. Ongoing review of flashcards or study sheets
d. Preparation of examinations, several times during the term
e. Preparation for final examination

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*

   How many gallons of a 10% alcohol solution must be mixed with 8 gallons of a 20% solution to get a 12% solution?

George and Laura are each driving their own cars as they leave Crawford at the same time. George drives east towards Houston at 45 miles per hour, while Laura drives north towards Dallas at 60 miles per hour. How far apart will they be after 2 hours?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


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, starting from the concept of a variable and continuing through the solving of quadratic equations. In addition to the standard mechanical algebraic manipulations, the student will emphasize skills such as graphing and modeling. This will take place in an environment that consistently encourages students to not only improve their ability to calculate mentally, but also to use their new found skills to solve real world problems.

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Demonstrate continuing mastery of all prerequisite skills
      b. Simplify arithmetic expressions using the correct order of operations
      c. Simplify algebraic expressions by combining like terms
      d. Solve linear equations in one variable
      e. Solve and graph linear inequalities in one variable
      f. Determine the slope of a line from either the graph or the equation and explain its meaning
      g. Graph linear equations and inequalities in two variables
      h. Write the equation of a line describing the relationship between two variables
i. Solve systems of linear equations in two variables by the graphing method, the substitution method, or the elimination-by-addition method

j. Solve systems of linear inequalities by graphing and shading

k. Add, subtract, multiply, and divide polynomials

l. Factor polynomials, by factoring out the greatest common factor (GCF), factoring by grouping, special factorizations, and guess and check

m. Solve quadratic equations by factoring, completing the square, or using the quadratic formula

n. Multiply and divide rational expressions

o. Add and subtract rational expressions with linear or simple quadratic denominators

p. Simplify complex fractions

q. Solve equations involving rational expressions by clearing fractions

r. Simplify algebraic expressions by correctly applying the rules of exponents

s. Simplify radicals and expressions involving radicals, including fractional exponents

t. Solve equations involving radical expressions

u. Sketch the graph of simple parabolas from their equations

v. Create mathematical models of applications described in words, including those involving linear, quadratic, rational and radical expressions

w. Convert numbers to and from scientific notation and apply rules of exponents to these numbers

2. **Recommended Learning Goals**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Solve direct and inverse variation problems

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   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: James Johnson
DATE SUBMITTED:
COURSE PREFIX AND NUMBER: MATH 70
COURSE TITLE: Elementary Algebra
EFFECTIVE DATE:

METHOD OF INSTRUCTION

TELECLASS Instructor teaches live on TV from classroom on campus. Students may call instructor during class to ask questions. (May or may not have Internet component.) Also refers to re-broadcast of original teleclass.

TYPE OF TEACHING MODALITIES

<table>
<thead>
<tr>
<th>TEACHING MODALITIES</th>
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</thead>
<tbody>
<tr>
<td>Telephone Contact</td>
<td>Written Assignments</td>
</tr>
<tr>
<td>E-mail</td>
<td>Viewing video/audio Materials</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students e-mail the instructor each week summarizing their activities and progress with lectures and hw including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The lectures in the video based class are from an on campus section. The work assignments, quizzes, and tests done in the teleclass are the same as what is done in the on campus course. A video tutorial section of approximately 400 video clips provides 24/7 help on specific topics. A reversed image of the board presentations can be printed out and solutions to selected hw problems are available to the student.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation are consistent with those listed on the approved course outline.

Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: James Johnson
DATE SUBMITTED:
COURSE PREFIX AND NUMBER: MATH 70
COURSE TITLE: Elementary Algebra
EFFECTIVE DATE:

METHOD OF INSTRUCTION

TELEWEB Professionally produced television course with Internet interaction.

TYPE OF TEACHING MODALITIES
TEACHING MODALITIES

<table>
<thead>
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</tr>
<tr>
<td></td>
<td>Quizzes, Self-test and Exams</td>
</tr>
</tbody>
</table>

COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students e-mail the instructor each week summarizing their activities and progress with lectures and hw including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The lectures in the video based class are from an on campus section. The work assignments, quizzes, and tests done in the teleclass are the same as what is done in the on campus course. A video tutorial section of approximately 400 video clips provides 24/7 help on specific topics. A reversed image of the board presentations can be printed out and solutions to selected hw problems are available to the student. Review sheets for unit tests, midterm, and final and the solutions can be printed out and used for test preparation.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation are consistent with those listed on the approved course outline.

Technology Mediated Instruction(T.M.I.) Form

PREPARED BY: James Johnson

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: MATH 70
COURSE TITLE: Elementary Algebra
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.

A portion of the class is completed on campus and the other portion is completed online. The on campus component may include: traditional lectures, quizzes, exams, and the final exam. The online component may include the following: watching videos on particular topics, reading the textbook, completing the tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

TYPE OF TEACHING MODALITIES

<table>
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<td>Web or Computer-based Activities</td>
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<td>Written Assignments</td>
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<td>E-mail</td>
<td>Viewing video/audio Materials</td>
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<td>Asynchronous Discussion</td>
<td>Quizzes, Self-test and Exams</td>
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</table>

Curriculum Committee Agenda 642

March 31, 2009
COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? A portion of the class is completed on campus and the other portion is completed online. The on campus component may include: traditional lectures, quizzes, exams, and the final exam. The online component may include the following: watching videos on particular topics, reading the textbook, completing the tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Appropriate instructor/student contact is insured by having different means of contact which can be group meetings, telephone contact, e-mail, and/or asynchronous discussion. There is communication with the students on a regular basis.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. In a hybrid class, there are videos available to the students online at any time for every section of the textbook. These videos are very similar to a typical lecture for a topic in algebra. Each video explains in detail the entire section and an instructor works out in detail several examples based on the particular topic. There are practice tutorials available for each section of the textbook in which the student is led step by step in solving the problem. For each homework exercise, there are several levels of help available to the student. The student can select Help in which the student is led step by step in solving the problem and then the student receives a similar problem to complete for credit for homework. The student can select to view an example in which the student is shown a similar problem that is solved for the individual step by step. There is a link to the textbook which leads to the animated online version of the textbook and the link leads to the exact section the problem is from. There is a link to the video as an option for help which leads to only that part of the video which is similar to the problem the student is completing. In addition, each problem has a link for the student to e-mail the instructor for help on the particular problem.

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

MATH 70 Elementary Algebra
**Course Revision Major**
James Johnson

Courses

1. AGEC 220 *Pending*
2. AGEC 220 *Active*
3. AGM 230 *Active*
4. CMPET 212 *Active*
5. CMPGR 218 *Pending*
6. EASCI 162 *Launched*
7. EASCI 162 *Active*
8. ECON 101 *Active*
9. ECON 102 *Active*
10. ELTEC 212 *Launched*
11. ELTEC 212 *Active*
12. ENGR 230 *Active*
13. MATH 37 *Launched*
14. MATH 37 *Active*
15. MATH 49 *Active*
16. MATH 49 *Launched*
17. MATH 80 *Active*
18. MATH 80 *Launched*
19. MATH 88 *Launched*
20. MATH 90 *Launched*
21. MATH 90 *Active*

Cross Listed Courses

Programs

1. Industrial Electronics Certificate of Achievement *New Program*
2. Nursing A.S. Degree *New Program*
3. Nursing: Associate Degree Nursing A.S. Degree *New Program*
4. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
Rationale for Course Action

Transfer and GE Status

Course Data Elements

Instructor Load

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<tr>
<th>Course</th>
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<th>Number of Hours</th>
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Material Fees

<table>
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<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?)

Enrollment Restrictions & Advisories

Prerequisite: MATH 20
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**MATH 71**  
*Elementary Algebra 1*  
3 Units

First half of MATH 70 - Elementary Algebra. Topics include: simplifying algebraic expressions, solving linear equations, graphing lines, and solving systems of linear equations and inequalities, with application problems incorporated into each topic.

**Prerequisite:** Satisfactory completion of MATH 20. or equivalent placement by MJC assessment process

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours  
**Grading:** A-F or P/NP - Student choice

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Review of the Real Numbers
      i. Properties
      ii. Arithmetic Operations
      iii. Order of Operations

   b. Linear Equations and Inequalities in One Variable
      i. Simplifying Expressions
      ii. Addition and Multiplication Properties of Equality
      iii. Solving Linear Equations in One Variable
      iv. Applications
      v. Inequalities
         a. Solving Linear Inequalities in One Variable
         b. Graphing Linear Inequalities on the Number Line
         c. Expressing Answer Using Interval Notations

   c. Linear Equations and Inequalities in Two Variables
      i. Graphing Linear Equations in Two Variables
      ii. Slope of a Line
iii. Graphing Linear Inequalities in Two Variables
iv. Introduction to Functions

d. Linear Systems
i. Solving by Graphing
ii. Solving by Substitution
iii. Solving by Elimination by Addition
iv. Dependent and Inconsistent Systems
v. Graphing Systems of Linear Inequalities
vi. Applications

e. Polynomials
i. Degree and Number of Terms Classification
ii. Addition, Subtraction, Multiplication, Division, and Powers of Polynomials
iii. Special Products of Binomials
iv. Factoring Polynomials
v. Solving Equations by Factoring
vi. Applications

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of MATH 20 or equivalent placement by MJC assessment process.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Use mathematical vocabulary correctly
b. Compare two numbers using an inequality
c. Demonstrate the ability to add, subtract, multiply, and divide with whole numbers, integers, fractions, mixed numbers, and decimals
d. Demonstrate the ability to convert fractions to decimals and decimals to fractions
e. Demonstrate the ability to convert fractions and decimals to percents and vice versa
f. Solve applied problems involving percent
g. Add and subtract polynomials with integer, fraction, or decimal coefficients
h. Multiply polynomials by monomials
i. Determine the product of two binomials
j. Find the quotient of a polynomial and a monomial
k. Solve linear equations
l. Evaluate expressions and formulas for given values
m. Translate simple verbal expressions to algebraic expressions
n. Evaluate absolute value expressions
o. Evaluating square roots of perfect squares without the aid of a calculator
p. Use the Pythagorean Theorem to find the length of a missing side in a right triangle
q. Plot points on a Rectangular Coordinate System
r. Find solutions of a linear equation in two variables
s. Graph a line

c. HOURS AND UNITS

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<td>Lab</td>
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<td>0</td>
</tr>
<tr>
<td>Disc</td>
<td>00.00000</td>
<td>0</td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Demonstration of mathematical techniques.
5. Homework assignments
6. Discussion of concepts with instructor and other students in class

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Daily homework assignments requiring on the average two hours per class hour
   b. Daily review of class notes
   c. Ongoing review of flashcards or study sheets
   d. Preparation of examinations, several times during the term
   e. Preparation of final examination
2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   a. How many gallons of a 10% alcohol solution must be mixed with 8 gallons of a 20% solution to get a 12% solution?

   b. Jill’s physics grade is based on the average of her five exam scores. Each exam is worth 100 points. Her first three scores are 72, 73, and 85. What is the lowest score that Jill can get on the fourth exam and still have a chance of averaging at least 80 on all five exams?

F. **TEXTS AND OTHER READINGS (TYPICAL)**


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, starting from the concept of a variable and continuing through polynomials. In addition to the standard mechanical algebraic manipulations, students will also emphasize skills such as graphing and modeling. This will take place in an environment that consistently encourages students to not only improve their ability to calculate mentally, but also to use their new found skills to solve real world problems.

   B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Demonstrate continuing mastery of all prerequisite skills

      b. Simplify arithmetic expressions using the correct order of operations

      c. Simplify algebraic expressions by combining like terms

      d. Solve linear equations in one variable

      e. Solve and graph linear inequalities in one variable

      f. Determine the slope of a line from either the graph or the equation and explain its meaning

      g. Graph linear equations and inequalities in two variables

      h. Write the equation of a line describing the relationship between two variables

      i. Solve systems of linear equations in two variables by the graphing method, the substitution method, or the elimination-by-addition method

      j. Solve systems of linear inequalities by graphing and shading

      k. Add, subtract, multiply, and divide polynomials

      l. Convert numbers to and from scientific notation and apply rules of exponents to these numbers

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   **Curriculum Committee Agenda**

   **Division:** Science, Math & Engineering
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)
Proposal Impact

MATH 71 Elementary Algebra 1
**Course Revision Major**
Hardev Dhillon

Courses

1. MATH 49 *Launched*
2. MATH 49 *Active*
3. MATH 80 *Launched*
4. MATH 88 *Launched*
5. MATH 90 *Active*
6. MATH 90 *Launched*

Cross Listed Courses

Programs

1. Nursing A.S. Degree *New Program*
2. Nursing: Associate Degree Nursing A.S. Degree *New Program*
3. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
MATH 72 - Elementary Algebra 2

Action Type: Course Revision Major

Effective:

Primary Author: Hardev Dhillon

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: No

Instructor Load

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Material Fees

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<th>Item Name</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: MATH 71
Modesto Junior College
Course Outline of Record

MATH 72

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

MATH 72 Elementary Algebra 2 3 Units
Second half of MATH 70- Elementary Algebra. Topics include: simplifying algebraic expressions, factoring, solving quadratic equations, graphing parabolas, rational expressions, and radicals, with application problems incorporated into each topic.

Prerequisite: Satisfactory completion of MATH 71.

Field trips are not required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Polynomials
      i. Factoring Polynomials
      ii. Solving Equations by Factoring
      iii. Applications

   b. Rational Expressions
      i. Simplifying Rational Expressions and Finding Values of Rational Expressions where the Rational Expression is Undefined
      ii. Multiplying and Dividing Rational Expressions
      iii. Least Common Denominator
      iv. Adding and Subtracting Rational Expressions
         a. With Linear Denominators
         b. With Simple Quadratic Denominators
      v. Complex Fractions
      vi. Solving Equations
      vii. Applications

   c. Exponents and Radicals
      i. Rules of Exponents
ii. Scientific Notation
iii. Evaluating Radicals
iv. Simplifying Radical Expressions
v. Using Rational Exponents
vi. Solving Equations Involving Radicals
vii. Rationalizing the Denominator

d. Quadratic Equations and Graphing Parabolas
   i. Solving by Square Root Method
   ii. Solving by Completing the Square
   iii. Solving by Quadratic Formula
   iv. Introduction to Complex Numbers
   v. Graphing Simple Parabolas

2. **Recommended Content:**
   
a. Variation

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of MATH 71.

2. **Requisite Skills**
   
   Before entering the course, the student will be able to:
   
a. Demonstrate continuing mastery of all prerequisite skills
b. Simplify arithmetic expressions using the correct order of operations
c. Simplify algebraic expressions by combining like terms
d. Solve linear equations in one variable
e. Solve and graph linear inequalities in one variable
f. Determine the slope of a line from either the graph or the equation and explain its meaning
g. Write the equation of a line describing the relationship between two variables
h. Solve systems of linear equations in two variables by the graphing method, the substitution method, or the elimination-by-addition method
i. Solve systems of linear inequalities by graphing and shading
j. Create mathematical models of applications described in words, including those involving linear equations and systems of linear equations
k. Convert numbers to and from scientific notation and apply rules of exponents to these numbers

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Demonstration of mathematical techniques.
5. Homework assignments.
6. Discussion of concepts with instructor and other students in class

E. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Daily homework assignments requiring on the average two hours per class hour
   b. Daily review of class notes
   c. Ongoing review of flashcards or study sheets
   d. Preparation of examinations, several times during the term
   e. Preparation for final examination

2. **EVIDENCE OF CRITICAL THINKING**

   Assignments require the appropriate level of critical thinking

   a. George and Laura are each driving their own cars as they leave Crawford at the same time. George drives east towards Houston at 45 miles per hour, while Laura drives north towards Dallas at 60 miles per hour. How far apart will they be after 2 hours?
   b. An inlet pipe can fill a swimming pool in 9 hours and an outlet pipe can empty the pool in 12 hours. Through an error, both pipes are left open.
      i. How long will it take to fill the pool?
      ii. Assume the error was discovered after both pipes have been running for 3 hours and the outlet pipe was then closed. How much more time would then be required to fill the pool?
F. TEXTS AND OTHER READINGS (TYPICAL)

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, starting from the concept of factoring and continuing through the
   solving of quadratic equations. In addition to standard mechanical algebraic manipulations, students will
   emphasize skills such as graphing and modeling. This will take place in an environment that consistently
   encourages students to not only improve their ability to calculate mentally, but also to use their new found
   skills to solve real world problems.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Factor polynomials, by factoring out the greatest common factor (GCF), factoring by grouping,
         special factorizations, and guess and check
      b. Solve quadratic equations by factoring, completing the square, or using the quadratic formula
      c. Multiply and divide rational expressions
      d. Add and subtract rational expressions with linear or simple quadratic denominators
      e. Simplify complex fractions
      f. Solve equations involving rational expressions by clearing fractions
      g. Simplify algebraic expressions by correctly applying the rules of exponents
      h. Simplify radicals and expressions involving radicals, including fractional exponents
      i. Solve equations involving radical expressions
      j. Sketch the graph of simple parabolas from their equations
      k. Create mathematical models of applications described in words, including those involving linear,
         quadratic, rational and radical expressions

   2. Recommended Learning Goals
      Upon satisfactory completion of the course (when the related recommended content is covered) the student will
      be able to:

      a. Solve application problems involving direct and inverse variation

IV. METHODS OF ASSESSMENT (TYPICAL)

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)
Proposal Impact

MATH 72 Elementary Algebra 2
**Course Revision Major**
Hardev Dhillon

Courses

1. MATH 49 *Launched*
2. MATH 49 *Active*
3. MATH 80 *Launched*
4. MATH 88 *Launched*
5. MATH 90 *Active*
6. MATH 90 *Launched*

Cross Listed Courses

Programs

1. Nursing A.S. Degree *New Program*
2. Nursing: Associate Degree Nursing A.S. Degree *New Program*
3. Nursing: LVN to ADN Upgrade A.S. Degree *New Program*
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:** 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:** MATH 70 or MATH 71 and MATH 72
Modesto Junior College  
Course Outline of Record  

MATH 90  

I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog  

MATH 90  
**Intermediate Algebra**  
5 Units  
Equivalent to second year high school algebra. Topics include linear, quadratic, exponential and logarithmic functions and equations; complex numbers; solving systems of equations using substitution, matrices and determinants; conic sections; sequences, series and combinatorics.  

**Prerequisite:** Satisfactory completion of MATH 70 or MATH 71 and MATH 72. or equivalent placement by MJC assessment process  

Field trips are not required.  
**Units/Hours:** 5.00 Units: Lecture - 90.00 hours  
**Grading:** A-F or P/NP - Student choice  
**General Education:** D.2 )

II. **LEARNING CONTEXT**  
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:  

A. **COURSE CONTENT**  
1. **Required Content:**  
   
a. Graphing and functions  
   i. Review of the rectangular coordinate system  
   ii. Graphing of lines  
   iii. Introduction to functions  
   iv. Developing a library of functions  
      a. Linear  
      b. Quadratic  
      c. Absolute value  
      d. Cubic  
   v. Transformations of graphs  

   b. Systems of equations  
      i. Graphing method  
      ii. Substitution method  
      iii. Addition method  
      iv. Matrices and Gauss Jordan Elimination
v. Determinants and Cramer's Rule
vi. Applications
c. Inequalities
   i. Linear
   ii. Compound
   iii. Quadratic
   iv. Absolute value
   v. Rational
d. Quadratic equations and functions
   i. Completing the square
   ii. Quadratic formula
   iii. Combining functions
   iv. Graphing quadratic functions
   v. Applications
e. Rational expression operations
f. Radical and rational exponents
g. Exponential and logarithmic functions
   i. Applications
   ii. Operations
   iii. Inverse functions
   iv. Properties of logarithms
   v. Exponential and logarithmic equations
h. Conic sections
   i. Parabolas
   ii. Circles
   iii. Ellipses
   iv. Hyperbolas
i. Sequences and Series
   i. Arithmetic
   ii. Geometric
iii. Summation notation

j. Binomial Theorem

k. Combinatorics

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of MATH 70 or MATH 71 and MATH 72 or equivalent placement by MJC assessment process.

2. Requisite Skills

Before entering the course, the student will be able to:

a. Simplify arithmetic expressions using the correct order of operations.

b. Simplify algebraic expressions by combining like terms.

c. Solve linear equations in one variable.

d. Solve and graph linear inequalities in one variable.

e. Graph linear equations and inequalities in two variables.

f. Determine the slope of a line from either the graph or the equation and explain its meaning.

g. Write the equation of a line describing the relationship between two variables.

h. Solve systems of linear equations in two variables by the graphing method, the substitution method, or the addition method.

i. Solve systems of linear inequalities by graphing and shading.

j. Add, subtract, multiply and divide polynomials.

k. Convert numbers to and from scientific notation and apply rules of exponents to these numbers.

l. Factor polynomials by greatest common factor (GCF), grouping, special factorizations, and guess and check.

m. Solve quadratic equations by factoring, completing the square, or using the quadratic formula.

n. Multiply and divide rational expressions.

o. Add and subtract rational expressions with linear and simple quadratic denominators.

p. Simplify complex fractions.

q. Solve equations involving rational expressions by clearing fractions.

r. Simplify radicals and expressions involving radicals, including fractional exponents.

s. Solve equations involving radical expressions.

t. Sketch the graph of simple parabolas from their equations.

u. Create mathematical models of applications described in words, including those involving linear, quadratic, rational, and radical expressions.
C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Lecture
2. Discussion
3. Demonstration of mathematical techniques
4. Guided practice
5. Homework assignments
6. Discussion of concepts with instructor and other students in class

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

*Time spent on coursework in addition to hours of instruction (lecture hours)*

1. Daily homework assignments requiring on the average two hours per class hour
2. Daily review of class notes
3. Ongoing review of flashcards or study sheets
4. Preparation for examinations, several times during term
5. Preparation for final examination

2. **EVIDENCE OF CRITICAL THINKING**

*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)?

In 1989, an earthquake in San Francisco had a Richter scale reading of 6.9. The 1906 San Francisco earthquake had a Richter scale value of 8.3.

1. To the nearest whole number, how many times more intense was the 1906 earthquake than the 1989 earthquake?
2. Why do you think the Richter scale is based on logarithms?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

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

develop facility with many aspects of functions while perfecting and extending their knowledge of algebra. This course acts as a gateway to many different educational paths including the study of calculus, statistics, business mathematics and other general transferable mathematics courses.

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

1. Required Learning Goals  
Upon satisfactory completion of this course, the student will be able to:

a. graph lines and find the equation of a line, given sufficient information.

b. effectively use function notation to describe mathematical relationships.

c. determine the domain and range of a given function.

d. given a relation between two variables, determine if the relation is a function.

e. graph linear, quadratic, absolute value, and simple cubic functions using transformations.

f. solve systems of linear equations in two or three variables by choosing the most effective method for the given problem.

g. solve linear, quadratic, absolute value, and rational inequalities.

h. solve quadratic equations with real and complex solutions by completing the square and using the quadratic formula.

i. graph quadratic functions by determining and using the vertex and stretching constant.

j. add, subtract, multiply, and divide complex numbers.

k. convert radicals to rational exponents and vice versa.

l. add, subtract, multiply, divide, or compose two given functions.

m. find the inverse of a given function.

n. graph exponential and logarithmic functions using transformations.

o. solve exponential and logarithmic equations.

p. simplify expressions using the properties of logarithms.

q. identify the equations for and sketch the graphs of conic sections.

r. list a requisite number of terms of a given arithmetic, geometric, or recursive sequence.

s. determine the general term of a given arithmetic or geometric sequence.

t. determine the sum of a fixed number of terms of an arithmetic or geometric series, and determine the sum of an infinite geometric series when it exists.

u. solve problems involving permutations, combinations, and probability.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Midterm exams (excluding the following formats: multiple choice, open book, take home).
2. Quizzes.
3. Homework assignments.

B. **SUMMATIVE ASSESSMENT**

1. Required: Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home).
TELECLASS Instructor teaches live on TV from classroom on campus. Students may call instructor during class to ask questions. (May or may not have Internet component.) Also refers to re-broadcast of original teleclass.

TYPE OF TEACHING MODALITIES

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<tr>
<td>Telephone Contact</td>
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</tr>
<tr>
<td>E-mail</td>
<td>Quizzes, Self-test and Exams</td>
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COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Students e-mail the instructor each week summarizing their activities and progress with lectures and hw including any questions they have. The e-mail is acknowledged by the teacher with a reply answering the questions. Students can also call in to the office during office hours to get help.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The lectures in the video based class are from an on campus section. The work assignments, quizzes, and tests done in the teleclass are the same as what is done in the on campus course. A video tutorial section of approximately 400 video clips provides 24/7 help on specific topics. A reversed image of the board presentations can be printed out and solutions to selected hw problems are available to the student. preparation.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation are consistent with those listed on the approved course outline.
may include the following: watching videos on particular topics, reading the textbook, completing tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

TYPE OF TEACHING MODALITIES

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<tr>
<td>Viewing Text-based Materials</td>
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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? A portion of the class is completed on campus and the other portion is completed online. The on campus component may include: traditional lectures, quizzes, exams, and the final exam. The online component may include the following: watching videos on particular topics, reading the textbook, completing tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Appropriate instructor/student contact is insured by having different means of contact which can be group meetings, telephone contact, e-mail, and/or asynchronous discussion. There is communication with the students on a regular basis.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. In a hybrid class, there are videos available to the students online at any time for every section of the textbook. These videos are very similar to a typical lecture for a topic in algebra. Each video explains in detail the entire section and an instructor works out in detail several examples based on the particular topic. There are practice tutorials available for each section of the textbook in which the student is led step by step in solving the problem. For each homework exercise, there are several levels of help available to the student. The student can select Help in which the student is led step by step in solving the problem and then the student receives a similar problem to complete for credit for homework. The student can select to view an example in which the student is shown a similar problem that is solved for the individual step by step. There is a link to the textbook which leads to the animated online version of the textbook and the link leads to the exact section the problem is from. There is a link to the video as an option for help which leads to only that part of the video which is similar to the problem the student is completing. In addition, each problem has a link for the student to e-mail the instructor for help on the particular problem.

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

MATH 90 Intermediate Algebra
**Course Revision Major**
Paul Cripe

Courses

1. CHEM 101 *Launched*
2. CHEM 142 *Launched*
3. CHEM 142 *Active*
4. CHEM 143 *Launched*
5. CHEM 143 *Active*
6. CMPSC 204 *Active*
7. MATH 101 *Active*
8. MATH 101 *Launched*
9. MATH 105 *Active*
10. MATH 111 *Launched*
11. MATH 111 *Active*
12. MATH 121 *Launched*
13. MATH 121 *Active*
14. MATH 130 *Launched*
15. MATH 130 *Active*
16. MATH 134 *Active*
17. MATH 134 *Launched*
18. MATH 138 *Launched*
19. MATH 138 *Active*
20. MATH 49 *Active*
21. MATH 49 *Launched*
22. MATH 62 *Launched*
23. MATH 62 *Active*
24. PHSCI 62 *Launched*
25. PHSCI 62 *Active*
26. PHYS 160 *Active*
27. PHYS 180 *Active*

Cross Listed Courses

Programs
Rationale for Course Action

Transfer and GE Status

CSU Transfer: Requested
UC Transfer: Requested
CSU-GE Category: CSU-GE - B4 Requested
IGETC Category: IGETC - 2M Requested

Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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

Prerequisite: MATH 121
Recommended for success: MATH 80
I. **OVERVIEW**
   The following information will appear in the 2009 - 2010 catalog

**MATH 122 Pre-Calculus 2**  
Together with MATH 121, a two-semester Precalculus course sequence. A comprehensive course in analytic geometry and trigonometry. Topics include: vectors, rotation of axes, conic sections, polar and parametric functions, and trigonometric functions & graphs with applications.

**Prerequisite:** Satisfactory completion of MATH 121.

**Advisory:** Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 80

Field trips are not required. **Units/Hours:** 5.00 Units: Lecture - 90.00 hours

**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC

**General Education:** D.2 ) (CSU-GE: B4 ) (IGETC: Mathematics )

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Trigonometric Functions
      i. Angles and their Measure
      ii. Trigonometric Functions: Unit Circle Approach
      iii. Properties of Trigonometric Functions
      iv. Right Triangle Trigonometry
      v. Graphs of the Trigonometric Functions
      vi. Sinusoidal Graphs; Sinusoidal Curve Fitting

   b. Analytic Trigonometry
      i. Trigonometric Identities
      ii. Sum and Difference Formulas
      iii. Double-angle and Half-angle Formulas
      iv. Product-to-Sum and Sum-to-Product Formulas
      v. The Inverse Trigonometric Functions
      vi. Trigonometric Equations
c. Applications of Trigonometric Functions
i. Solving Right Triangles
ii. The Law of Sines
iii. The Law of Cosines
iv. The Area of a Triangle
v. Simple Harmonic Motion; Damped Motion
d. Polar Coordinates; Vectors
i. Polar Coordinates
ii. Polar Equations and Graphs
iii. The Complex Plane; De Moivre's Theorem
iv. Vectors
v. The Dot Product
vi. Vectors in Space
e. Analytic Geometry
i. Conics
ii. The Parabola
iii. The Ellipse
iv. The Hyperbola
v. Rotation of Axes, General Form of a Conic
vi. Polar Equations of Conics
vii. Plane Curves and Parametric Equations

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
Satisfactory completion of MATH 121.

2. Advisories
Before enrolling in this course, students are strongly advised to satisfactorily complete MATH 80

3. Requisite Skills
Before entering the course, the student will be able to:

a. State and correctly use the Pythagorean theorem
b. Graph quadratic, polynomial, rational, exponential, and logarithmic functions

c. Solve exponential and logarithmic equations

d. Solve quadratic equations by factoring, completing the square, or using the quadratic formula

e. Graph functions via table of values, transformations, and coordinate-wise operations

f. Simplify polynomial and rational expressions

g. Prove theorems using the Principle of Mathematical Induction

h. Construct functions to model given problems

i. Add, subtract, multiply, and divide complex numbers

j. Calculate the slope, distance, and midpoint between two given points

k. Graph linear and quadratic functions and circles

l. Identify the shape, find the center, and sketch the graphs of circles, ellipses, and hyperbolas given in standard form

m. Solve systems of linear equations in two and three variables using the methods of substitution, elimination, matrices, and determinants

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Discussion
3. Demonstration of mathematical techniques
4. Guided practice
5. Homework assignments

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

Time spent on coursework in addition to hours of instruction (lecture hours)

a. Daily homework assignments requiring approximately two hours per class hour

b. Ongoing review of flashcards or study sheet

c. Preparation for examinations, several times during the term

d. Preparation for final exam
2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*

   a. Sketch an accurate graph of a given sine wave, determining and incorporating its amplitude, period, phase shift, and vertical shift.

   b. Find the area of a given triangle given a sufficient amount of information about the triangle.

   c. Earth rotates on an axis through its poles. The distance from the axis to a location on the surface of Earth at 40 degrees north latitude is about 3033.5 miles. Compute the linear speed on the surface of Earth at 40 degrees north latitude in miles per hour.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

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

   - graph conic sections in rectangular, parametric and polar form, rotate axes if needed, state and prove trigonometric identities, and solve problems involving trigonometric functions. These skills are vital for success in our calculus courses.

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

   1. **Required Learning Goals**
   
   *Upon satisfactory completion of this course, the student will be able to:*

   a. define radian measure of an angle and convert between radian and degree measure.

   b. define the trigonometric functions in terms of angles in standard position.

   c. define the trigonometric functions in terms of sides and angles of a right triangle.

   d. select the appropriate trigonometric functions to calculate the unknown parts of a triangle.

   e. sketch the graphs of trigonometric functions, indicating period, amplitude, and phase shift.

   f. state the fundamental trigonometric identities.

   g. prove trigonometric identities.

   h. define and sketch the graphs of the inverse trigonometric functions.

   i. solve trigonometric equations.

   j. use the trigonometric functions and the inverse trigonometric functions to solve applied problems.

   k. use the Laws of Sines and Cosines to solve triangles.

   l. plot points in the polar coordinate system.

   m. sketch the graphs of polar functions.

   n. plot points in the complex plane and calculate their magnitudes.
o. use DeMoivre’s Theorem to calculate powers and roots of complex numbers.
p. calculate the magnitude and direction of a vector.
q. calculate the dot product of two vectors.
r. use the rules of vector arithmetic to solve applied problems.
s. sketch the graphs and identify the properties of the conic sections.
t. state and correctly use the focus and/or directrix definition of each conic section.
u. sketch the graphs of the conic sections under rotation of axes.
v. identify and sketch the graphs of conic sections given in polar form.
w. sketch the graphs of parametric functions.

IV. METHODS OF ASSESSMENT (TYPICAL)

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
COURSE PREFIX AND NUMBER: MATH 122
COURSE TITLE: Pre-Calculus 2
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.

A portion of the class is completed on campus and the other portion is completed online. The on campus component may include: traditional lectures, quizzes, exams, and the final exam. The online component may include the following: watching videos on the particular topics, reading the textbook, completing the tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

TYPE OF TEACHING MODALITIES

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COURSE ANALYSIS

1. Describe this hybrid option. What parts of the course are done face-to-face? What parts are done online? Approximately what percentage of the course is done in each format? A portion of the class is completed on campus and the other portion is completed online. The on campus component may include: traditional lectures, quizzes, exams, and the final exam. The online component may include the following: watching videos on the particular topics, reading the textbook, completing the tutorials, completing homework, and taking exams and quizzes. The exact percentage of the course in each format may be decided by the instructor.

2. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. Appropriate instructor/student contact is insured by having different means of contact which can be group meetings, telephone contact, e-mail, and/or asynchronous discussion. There is communication with the students on a regular basis.

3. Describe how the methods selected will allow students to meet the student learning goals of the course. In a hybrid class, there are videos available to the students online at any time for every section of the textbook. These videos are very similar to a typical lecture for a topic in Precalculus. Each video explains in detail the entire section and an instructor works out in detail several examples based on the particular topic. There are practice tutorials available for each section of the textbook in which the student is led step by step in solving the problem. For each homework exercise, there are several levels of help available to the student. The student can select Help in which the student is led step by step in solving the problem and then the student receives a similar problem to complete for credit for homework. The student can select to view an example in which the student is shown a similar problem that is solved for the individual step by step. There is a link to the textbook which leads to the animated online version of the textbook and the link leads to the exact section the problem is from. There is a link to the video as an option for help which leads to only that part of the video which is similar to the problem the student is completing. In addition, each problem has a link for the student to e-mail the instructor for help on the particular problem.
4. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? The methods of evaluation are consistent with those listed on the approved course outline.
Proposal Impact

MATH 122 Pre-Calculus 2
**Periodic Review**
Hardev Dhillon

Courses

1. ASTRO 141 *Active*
2. ENGR 101 *Active*
3. ENGTC 255 *Active*
4. MATH 171 *Pending*
5. MATH 171 *Active*
6. PHYS 142 *Active*
7. PHYS 165 *Active*

Cross Listed Courses

Programs

1. City & Regional Planning A.S. Degree *New Program*
2. Computer Science A.A. Degree Major *New Program*
3. Engineering Technology A.S. Degree *New Program*
Modesto Junior College
MATH 130 Course Data Summary Report

MATH 130 - Finite Mathematics 3 Units
Action Type: Course Revision Major
Effective:
Primary Author: James Johnson
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 - B4 Requested
IGETC Category: IGETC - 2M Requested

Course Data Elements

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

Instructor Load

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Material Fees

| Item Name | Quantity | Cost |

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 90
Modesto Junior College
Course Outline of Record

MATH 130

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

**MATH 130** *Finite Mathematics* 3 Units

- Set theory, probability and counting techniques, Markov chains, matrices and linear systems, linear programming (Simplex Method), applications to business and behavioral and social sciences.
- **Prerequisite:** Satisfactory completion of MATH 90. or equivalent placement by MJC assessment process

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

**General Education:** D.2 ) (CSU-GE: B4 ) (IGETC: Mathematics )

II. **LEARNING CONTEXT**

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:

**A. COURSE CONTENT**

1. **Required Content:**

   a. Matrices
      i. Gaussian elimination
      ii. Arithmetic
      iii. Multiplicative inverse
      iv. Applications

   b. Linear Programming
      i. Algebraic form
      ii. Geometric solution
      iii. Simplex method
      iv. Dual method
      v. Applications

   c. Sets
      i. Operations
      ii. Subsets
      iii. Venn Diagrams
      iv. Applications
d. Probability
   i. Fundamental Counting Principle, permutations, combinations
   ii. Probability trees
   iii. Independence
   iv. Conditional probability
   v. Formulas using union, intersection, and complement
   vi. Baye’s Theorem
   vii. Binomial trials
   viii. Expected value
   ix. Application

e. Markov Processes
   i. Distribution matrix
   ii. Transition matrix
   iii. Stable distribution matrix
   iv. Applications

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of MATH 90 or equivalent placement by MJC assessment process.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Graph lines and find the equation of a line, given sufficient information.
   b. Effectively use function notation to describe mathematical relationships.
   c. Determine the domain and range of a given function.
   d. Given a relation between two variables, determine if the relation is a function.
   e. Solve systems of linear equations in two or three variables by choosing the most effective method for the given problem.
   f. Solve linear, quadratic, absolute value, and rational inequalities.
   g. Solve problems involving permutations, combinations, and probability.
   h. Given an applied problem, analyze the problem, select an appropriate mathematical model, and use that model to solve the problem. Models used include: linear, quadratic, exponential, logarithmic, systems, and conic sections.
C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

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.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   1. Daily homework assignments requiring at least two hours per class hour.
   2. Daily review of class notes and readings from the text.
   3. Review and preparation for examinations, including the final exam.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   1. A manufacturer produces two different sizes of woven baskets. Each small basket costs $20 for materials, requires four hours of labor to produce, and sells for $300. Each of the large baskets costs $40 for materials, requires five hours of labor and sells for $400. The manufacturer has a budget of $6020 for materials, has at most 1000 hours of labor available and wants to know how many of each type of basket should be produced to maximize revenue. Write out the system of inequalities, state the objective function, and solve the problem.

   2. In a survey of 275 community college students 120 were females, 160 were transfer students, and 187 were under 25 years of age. Furthermore, 100 were female transfer students, 120 were transfer students under 25, 77 were females under 25, and 70 were female transfer students who were under 25 years of age. How many students were male transfer students? How many were transfer students who were at least 25 year old? How many were male non-transfer students who are at least 25 years old? How many were females or transfer students?

   3. A stereo system contains 50 transistors. The probability that a given transistor will fail in 100,000 hours of use is 0.0005. Assume the failures of the various transistors are independent of one another. What is the probability that no transistors will fail in the first 100,000 hours of use?

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. DESIRED LEARNING

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

   analyze and solve problems in the following areas: probability, matrices, linear programming (Simplex Method), Markov chains, and applications from business, behavioral and social sciences, and select appropriate problem-solving strategies and use these strategies to solve problems.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Perform matrix operations including addition, subtraction, scalar multiplication, transpose, and matrix multiplication.

      b. Find the multiplicative inverse of a square matrix by using Gaussian Elimination.

      c. Solve a system of linear equations by using the inverse of the coefficient matrix.

      d. Write a linear programming problem in algebraic form (define the variables, write the constraints and objective function).

      e. Solve a linear programming problem by graphing (graph, determine the vertex locations, and determine the maximum and minimum values of an objective function).

      f. Solve a maximum linear programming problem by using the Simplex Method.

      g. Convert minimum or mixed constraint linear programming problems to standard maximum form and solve by the Simplex Method.

      h. Write the dual of a linear programming problem and solve the dual by the Simplex Method.

      i. Solve the primal system by using the dual.

      j. Use sensitivity analysis to analyze the benefits of changing available resources.

      k. Perform set operations including union, intersection, and complement.

      l. Graph sets and set operations on Venn Diagrams.

      m. Apply the Fundamental Counting Principle, permutations, and combinations to various combinatorics problems.

      n. Use the Binomial Theorem in counting problems (optional).

      o. Calculate the probabilities of events using various combinatorics methods.

      p. Find the probabilities of events using unions, intersections, complements, and conditional probabilities.

      q. Determine if events are independent.

      r. Represent events and their associated probabilities using tree diagrams.

      s. Apply Baye’s Theorem to solving probability problems.

      t. Calculate probabilities using binominal trials.

      u. Find the expected value of a probability distribution.

      v. Write the distribution matrix and the transition matrix for a Markov Process problem.
w. Calculate stable distribution matrix (optional).

x. Use linear regression to determine the best fit line to data points (optional).

y. Solve applications problems specific to each method in a-x above.

ȧ. Perform matrix arithmetic operations, including inverse of a 3x3 matrix.

aa. Solve a linear programming problem using the graphing/geometric method.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Tests and quizzes at regular intervals throughout the semester
   2. Assigned homework
   3. Class participation

B. SUMMATIVE ASSESSMENT
   1. Comprehensive 2 to 3 hour Final Exam (excluding the following formats: multiple choice, open book, take home, group exam)
Proposal Impact

MATH 130 Finite Mathematics
**Course Revision Major**
James Johnson

Courses

Cross Listed Courses

Programs
**METEO 171XABC Course Data Summary Report**

**METEO 171XABC - Meteorology Field Study**

**Action Type:** Periodic Review  

**Effective:**

**Primary Author:** Noah Hughes  

**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:**  
- **State Classification:** A  
- **Open Entry/Open Exit:** No  
- **Work Experience:** No

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Curriculum Committee Agenda 701 March 31, 2009
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**Material Fees**

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:** METEO 161
I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**METEO 171 Meteorology Field Study**

Field trips to areas of meteorological interest. Emphasis on the weather, climate, and meteorological significance of the regions visited.

**Corequisite:** Concurrent enrollment in or satisfactory completion of METEO 161.

Field trips are required. **Units/Hours:**
- 0.50 Units: Lecture - 9.00 hours
- 1.00 Units: Lecture - 18.00 hours
- 2.00 Units: Lecture - 36.00 hours
- 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice

**Transfer:** CSU, UC

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

Typical field studies courses will consist of some combination of the following:

a. Vertical profile of temperature and humidity from sea level to the top of Mt. Tamalpais

b. Wind patterns and pressure distribution from the Pacific Ocean to the Central Valley

c. Atmospheric pressure, temperature, and stability of the air from near sea level to an elevation of 7000 feet in the Central Sierra Nevada mountains

d. Use of meteorological charts, maps, and sounding profiles from the internet

e. Study of weather phenomena in other areas that do not generally occur in the Central Valley of California

f. Observing and participating in the preparation of a TV news weather program at a Sacramento TV station

g. Observing and aiding meteorologists at the National Weather Services Western forecasting center in Redwood City, California

h. Local climate
   i. Central valley
   ii. Sacramento-San Joaquin delta
   iii. California Coast

i. Vertical thermal structure of atmosphere

j. Meteorological instruments

k. Meteorology as a career
B. **ENROLLMENT RESTRICTIONS**

1. **Co-requisites**

   Concurrent enrollment in or Satisfactory completion of METEO 161

2. **Requisite Skills**

   *Before entering the course, the student will be able to:*
   
   a. Interpret meteorological data from instruments, weather charts, stuve diagrams, and meteograms

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Demonstrations, discussions, and appropriate field methods

   2. Field assignments will require students to analyze problems, develop an appropriate strategy for solving the problem, and evaluate the strategy to see if proper results are obtained, and evaluate the results.

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*
a. Measure and construct a vertical temperature profile of Mt Tamalpais.

b. Measure atmospheric pressure in a transect from Stockton to coast.

c. Create a map of surface pressures with isobars.

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   a. Explain characteristics of the temperature profile of Mt Tamalpais.

   b. Explain the causes and effects of the surface pressure.

   c. Describe the gradient evident on the surface pressure map of Stockton-coast transect.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

   1. Other: Instructor generated materials

III. **DESIREDE LEARNING**

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

   relate meteorological field observations to climactic and atmospheric phenomena.

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

   1. **Required Learning Goals**
   
   *Upon satisfactory completion of this course, the student will be able to:*

   a. describe the weather, climate, and general meteorological setting of the region visited.

   b. reach logical scientific conclusions based upon meteorological observations.

   c. use appropriate meteorological equipment at each study site, such as aneroid barometers, sling and aspirated psychrometers, and handheld anemometers.

   d. analyze, synthesize, and evaluate meteorological information of each region visited.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   A. **FORMATIVE ASSESSMENT**

   1. Quizzes

   B. **SUMMATIVE ASSESSMENT**

   1. Field assignments

   2. Exams
Proposal Impact

METEO 171 Meteorology Field Study
**Periodic Review**
Noah Hughes

Courses

Cross Listed Courses

Programs
PE 101 - Basketball Theory

Action Type: Periodic Review
Effective:
Primary Author: Michael Girardi
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:  State Classification: A
Open Entry/Open Exit: No  Work Experience: No

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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. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**PE 101  Basketball Theory  1 Unit**  
*Basketball rules, mastery of position and team play. Development of strategies and philosophy.*

Field trips are not required. **Units/Hours:** 1.00 Units: Lecture - 9.00 hours  Lab - 27.00 hours  
**Grading:** A-F Only  
**Transfer:** CSU, UC

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**
   
   a. Theory
      
      i. Offense
      
      ii. Defense
   
   b. Rules
      
      i. Offense
      
      ii. Defense
   
   c. Philosophy
      
      i. Offense
      
      ii. Defense
   
   d. Strategies
      
      i. Offense
      
      ii. Defense
   
   e. Scouting reports
      
      i. Offense
      
      ii. Defense
   
   f. Game film review
      
      i. Offense
ii. Defense

2. **Required Lab Content:**

   a. Skills
      i. Offensive
      ii. Defensive

   b. Physical Training
      i. Strength
      ii. Speed
      iii. Endurance
      iv. Flexibility

B. **HOURS AND UNITS**

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C. **METHODS OF INSTRUCTION (TYPICAL)**

   *Instructors of the course might conduct the course using the following method:*

   1. Instructor demonstration
   2. Review game films and videos
   3. In class preparation of scouting reports of games
   4. Group interaction within class among students/instructor
   5. Lecture/Discussion

D. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
      *Time spent on coursework in addition to hours of instruction (lecture hours)*
      1. Develop a practice plan per term.
      2. Develop a visualization script for confidence enhancement per term.
      3. Diagram an offensive basketball play monthly.
      4. Evaluate game film weekly.
      5. Develop a scouting report per term.
6. Develop a coaching philosophy per term.

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*

   1. Write a practice plan as if you were the coach of a basketball team. Make your plan for a 1 1/2 hour practice.

   2. Write a visualization script for confidence enhancement. Use as many of the five senses as possible. Use the words "I" and "me" a lot. Be specific and positive. For example: "I enter the gymnasium for warm-ups before our basketball game. I see the baskets that I have made hundreds of shots before in practice. I hear our fans cheering for us. I feel the chills on my arm because this is a big game. I am ready for this game because we have practiced hard and our coach has been telling us we are ready. I take my first shot and swish, it is good."

   3. Diagram offensive basketball plays in several steps drawing the various options. Also, include written descriptions to go with the diagrams.

   4. Evaluate game film by utilizing broad vision to see all of the action on the screen as opposed to just watching the ball.

   5. Develop a scouting report that includes a defense analysis, an offense analysis, and an analysis of the opponent's personnel including their individual and team strengths and weaknesses.

   6. Develop a coaching philosophy by compiling a list of what is important for a basketball team to be successful including such aspects as strategy, attitude, sportsmanship, work ethic, and team cohesion.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

   1. Other: No text required

III. **DESIRED LEARNING**

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

   develop a game philosophy and strategy for success in basketball.

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

   1. **Required Learning Goals**  
      *Upon satisfactory completion of this course, the student will be able to:*

      a. identify and explain the rules of basketball.

      b. design and implement a strategic game plan to prepare for competition.

      c. develop a coaching philosophy.

      d. develop a scouting report.

   2. **Lab Learning Goals**  
      *Upon satisfactory completion of the lab portion of this course, the student will be able to:*

      a. develop a training program to improve strength, flexibility, and endurance.
b. identify and perform the skills necessary to succeed in women's collegiate basketball.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Review of individual philosophies
   2. Preparation of game plan for review
   3. Offense, defense, and rules tests
   4. Preparation of scouting reports

B. SUMMATIVE ASSESSMENT
   1. Review of individual philosophies
   2. Preparation of game plan for review
   3. Offense, defense, and rules tests
   4. Review of scouting reports
   5. Prepared demonstration of skills
Proposal Impact

PE 101 Basketball Theory
**Periodic Review**
Michael Girardi

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
PE 104 - Wrestling Theory
Action Type: Periodic Review
Effective:
Primary Author: Cheryl Mulder
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: 
State Classification: A
Open Entry/Open Exit: No Work Experience: No

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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. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**PE 104 Wrestling Theory**  
1 Unit

Analysis of wrestling; rule interpretation, winning psychology, film analysis.

Repeatable up to 2 units maximum.

Field trips are not required.  **Units/Hours:** 1.00 Units: Lecture - 9.00 hours  
Lab - 27.00 hours  
Grading: A-F or P/NP - Student choice  
Transfer: CSU, UC

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Styles of wrestling
      i. Olympic
      ii. Collegiate

   b. Techniques and strategies

   c. Rules of wrestling
      i. Penalties
      ii. Injury time
      iii. Legal vs. illegal moves
      iv. Time periods
      v. Scoring

   d. Training methods

   e. Skills

   f. Philosophy

2. **Required Lab Content:**

   a. Basic wrestling skills

   b. Training methods
B. **HOURS AND UNITS**

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C. **METHODS OF INSTRUCTION (TYPICAL)**  
Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Lecture
3. Group interaction within class among students/teacher
4. Use of videos and films

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
a. Review of wrestling videos from list provided by instructor, weekly.
b. Daily demonstration of wrestling skills.
c. Written paper on developing a winning psychology, per term.
d. Visitation and oral report of other wrestling programs, per term.

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*
   
a. Analysis of video to assess skills performance.
b. Live demonstration of activities that enhance conditioning.
c. Written essays on the rules and strategies of wrestling.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: No text required

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   *As a result of satisfactory completion of this course, the student should be prepared to:
   understand the different styles of competitive wrestling and the rules, strategies, and training involved with those styles.*

B. **STUDENT LEARNING GOALS**
   *Mastery of the following learning goals will enable the student to achieve the overall course goal.*
1. **Required Learning Goals**  
Upon satisfactory completion of this course, the student will be able to:  
   a. Evaluate the importance of learning the technique, strategy and rules of wrestling.  
   b. Demonstrate the techniques, and skills used by advanced wrestlers.  
   c. Assess the importance of proper conditioning for advanced wrestlers.  
   d. Synthesize the philosophy behind winning wrestling.  

2. **Lab Learning Goals**  
Upon satisfactory completion of the lab portion of this course, the student will be able to:  
   a. Demonstrate advanced wrestling skills.  

3. **Recommended Learning Goals**  
Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:  
   a. Describe the differences in wrestling styles.  
   b. Demonstrate the techniques used for Olympic styles of wrestling.  

**IV. METHODS OF ASSESSMENT (TYPICAL)**  

A. **FORMATIVE ASSESSMENT**  
   1. Skills demonstration  
   2. Written tests  
   3. Essay questions  

B. **SUMMATIVE ASSESSMENT**  
   1. Skills demonstration  
   2. Written exam  
   3. Participation frequency
Proposal Impact

PE 104 Wrestling Theory
**Periodic Review**
Cheryl Mulder

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
Modesto Junior College
PE 105 Course Data Summary Report

PE 105 - Defensive Football Theory
Action Type: Course Revision Major
Primary Author: Jim Stevens

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: 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?)
Modesto Junior College
Course Outline of Record

PE 105

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE 105  Defensive Football Theory  2 Units
An analysis of defensive position and team play. Critical analysis of defensive techniques, rules, physical and mental training, and film evaluation.

Field trips are not required. Units/Hours: 2.00 Units: Lecture - 18.00 hours  Lab - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:
   a. Explanation, organization and development of various defensive football
   b. Approaches and philosophies
      i. Defensive skills
      ii. Block protection
      iii. Gap control
      iv. Force and containment duties
      v. Pass coverage schemes and individual techniques
   c. Terminology
      i. Development of a lexicon for description of offensive and defensive positions and responsibilities
   d. Defensive skills
      i. Proper reads or keys
      ii. Physical contact fundamentals
      iii. Recognition of offensive formations and probable patterns of play
      iv. Recognition of key offensive performers
   e. Mental Training
      i. Video analysis
      ii. Visualization
iii. Mental rehearsal
iv. Review and correction

f. Scouting Reports
   i. Application of skills and patterns of play
   ii. Assess opposing team's strengths and weaknesses

g. Physical training
   i. Practical applications
   ii. Identification of skills inherent to football

2. Required Lab Content:
   a. Application of daily theory by active movement of student

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Demonstration and description of skills
   2. Lecture
   3. Group interaction between teacher and student
   4. Videotape review
   5. Cooperative learning through small group discussion and evaluation
   6. Group presentations

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Develop the ability to evaluate own potential via daily small group interactions and demonstrations.
   b. Appraise the performance of others through daily individual and group presentations by video analysis.
2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   a. Identify proper tactics to utilize in the run game versus various offensive sets.
   
   b. Develop proper strategy in the passing game versus various passing combinations.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   assemble the skills necessary to compete in the defensive portion of collegiate football. These skills include knowledge and use of defensive terminology, use of video analysis to assess opposing offenses, development of scouting reports, and selection of skills necessary to be effective as a member of the defensive unit of a football team.

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Assemble those skills necessary to compete in the defensive portion of competitive football.
      
      b. Relate the terminology used in defensive football.
      
      c. Select skills necessary to be an effective member of the defensive portion of the football team.
      
      d. Use of video analysis to assess the potential of opposing defenses.
      
      e. Use video analysis to learn mental training techniques to enhance performance.
      
      f. Analyze skills and patterns of play by developing scouting reports of offensive potential of opposing teams.
      
      g. Appraise practical applications of physical training.

   2. **Lab Learning Goals**

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

      a. Identify and utilize practical applications of physical training inherit to football.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Pre-testing
2. Participation
3. Written tests
4. Film analysis

B. SUMMATIVE ASSESSMENT

1. Pre-and post-testing of knowledge of defensive football strategy
2. Self evaluation
3. Written tests
4. Participation
Proposal Impact

PE 105 Defensive Football Theory
**Course Revision Major**
Jim Stevens

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

Course Data Elements

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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?)
Modesto Junior College
Course Outline of Record

PE 106

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE 106  Offensive Baseball Theory  2 Units
An analysis of offensive techniques, position and team play. Coverage of rules and training procedures.

Two maximum completions.
Field trips are not required. Units/Hours: 2.00 Units: Lecture - 18.00 hours Lab - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU, UC

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Development of offense
      i. Sacrifice bunt
      ii. Drag bunt
      iii. Hitting
      iv. Baserunning
      v. Pitch selection

   b. Theories and philosophies
      i. Ahead in the game
      ii. Behind in the game
      iii. Tied in the game
      iv. Early innings vs. late innings

   c. Scouting reports
      i. Tendencies
      ii. Speed
      iii. Arm strength
      iv. Power

2. Required Lab Content:
a. Physical training
   i. weight training to increase strength and bat speed
   ii. Drills to increase speed
   iii. Endurance
   iv. Flexibility

b. Offensive skill development
   i. Hitting
   ii. Base running
   iii. Sliding

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Group interaction within class among students/teacher
3. In class lectures/presentations
4. Oral discussions designed to require the student to defend, assess, and appraise the student's own conclusions regarding performance, strategies, theories, and philosophies
5. Game simulation worksheets

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly review and analysis of game video to identify opponent's tendencies, strengths, and weaknesses.
   b. Weekly development of offensive game plan to best match opponent.
   c. Weekly attendance of outside baseball games to scout opponents.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
a. Develop a personal training program based on strengths, weaknesses, and goals.

b. Evaluate opponent's scouting reports and develop game strategies to counter opponent's strengths and capitalize on their weaknesses.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

   analyze rules and training procedures and develop offensive techniques, position, and team play at the collegiate level.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:

      a. Analyze the offensive theories of baseball.
      b. Identify strategy employed by potential opponents based on data accumulated through scouting reports.
      c. Choose and practice physical training skills necessary for offensive effectiveness.
      d. Develop skills needed for successful participation from an offensive baseball standpoint.
      e. Demonstrate ability to formulate an offensive plan based on accumulated reports.
      f. Upon successful completion of the 2nd semester of the course, the student will be able to:
      g. Develop an offensive plan based on accumulated reports.
      h. Develop a personal philosophy of baseball.

   2. Lab Learning Goals
      Upon satisfactory completion of the lab portion of this course, the student will be able to:

      a. Develop a physical training program designed to improve offensive play.
      b. Demonstrate improved performance of offensive skills necessary to successfully compete in collegiate baseball.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

   1. Pre-test
2. Prepared demonstration of skills
3. Class presentations and contributions

B. **SUMMATIVE ASSESSMENT**

1. Prepared demonstration of skill(s)
2. Pre-test/post-test results for comparison of performance
3. Self-evaluation
4. Written tests
5. Class presentations and contributions
Proposal Impact

PE 106 Offensive Baseball Theory
**Periodic Review**
Cheryl Mulder

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
PE 107 - Defensive Baseball Theory
Action Type: Periodic Review
Effective:
Primary Author: Cheryl Mulder
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: 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?)
Modesto Junior College
Course Outline of Record

PE 107

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE 107  Defensive Baseball Theory  2 Units
An analysis of defensive techniques, position and team play. Coverage of rules and training procedures.

Two maximum completions.
Field trips are not required.  Units/Hours: 2.00 Units: Lecture - 18.00 hours  Lab - 54.00 hours
Grading: A-F or P/NP - Student choice  Transfer: CSU, UC

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Development of defense
      i. Ground ball techniques
      ii. Fly ball techniques
      iii. Positioning of defensive players
         a. Infield in
         b. Infield back

   b. Theories and Philosophies
      i. Ahead in the game
      ii. Behind in the game
      iii. Tied in the game
      iv. Hitters you don’t let beat you

   c. Scouting reports
      i. Opponent's tendencies
      ii. Opponent's speed
      iii. Opponent's power
      iv. Opponent's arm strength
      v. Opponent's hitting ability
2. **Required Lab Content:**

   a. Physical Training
      i. Weight lifting to increase strength
      ii. Drills to increase speed
      iii. Drills to increase balance
      iv. Flexibility

   b. Defensive Skills
      i. Throwing
      ii. Catching
      iii. Pitching
      iv. Infield Play
      v. Outfield Play

**B. HOURS AND UNITS**

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**C. METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Participation within class by the student
3. Group interaction within class among students/teacher
4. In class lectures/presentations
5. Oral discussions designed to require the student to defend, assess, and appraise the student’s own conclusions regarding performance, strategies, theories, and philosophies
6. Game simulation worksheets

**D. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   a. Weekly evaluation of scouting reports.
b. Weekly video review and analysis to develop scouting reports.

2. **EVIDENCE OF CRITICAL THINKING**
   
   *Assignments require the appropriate level of critical thinking*
   
   a. Review and analyze game video to develop a defensive scouting report based on opponent's tendencies, strengths, and weaknesses.
   
   b. Analyze your personal training program to determine its effectiveness and any areas in which improvement is necessary.

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   demonstrate an understanding of the rules and training procedures, as well as, defensive techniques, position, and team play to successfully compete at the collegiate level of baseball.

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Analyze the defensive theories and philosophy of baseball.
      
      b. Identify strategy employed by potential opponents based on data accumulated through scouting reports.
      
      c. Choose and practice physical training skills necessary for defensive effectiveness.
      
      d. Develop skills needed for successful participation from a defensive baseball standpoint.
      
      e. Demonstrate ability to formulate a defensive plan based on accumulated reports.
      
      f. Upon successful completion of the 2nd semester of the course, the student will be able to:
      
      g. Demonstrate improved performance of skills developed for successful participation from a defensive baseball standpoint.
      
      h. Develop a defensive plan based on accumulated reports.
      
      i. Develop a physical training plan to improve defensive effectiveness.
      
      j. Develop a personal defensive philosophy of baseball.

   2. **Lab Learning Goals**

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

      a. Develop and improve defensive skills needed for successful participation in collegiate baseball.
b. Evaluate personal training program used to improve defensive effectiveness.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Pre-test
2. Prepared demonstration of skills

B. SUMMATIVE ASSESSMENT

1. Prepared demonstration of skill(s)
2. Pre-test/post-test result for comparison of performance
3. Self-evaluation
4. Written tests
5. Class presentations and contributions
Proposal Impact

PE 107 Defensive Baseball Theory
**Periodic Review**
Cheryl Mulder

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
PE 108 - Care and Prevention of Athletic Injuries  
3 Units

Action Type: Course Revision Major

Effective:

Primary Author: Bobby Boswell

Other Author(s):

CC Representative Approval By:

CC Staff Review By:

Division Dean Approval By:

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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:  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. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**PE 108 Care and Prevention of Athletic Injuries** 3 Units

*Designed for prospective coaches, trainers, health and physical educators, and athletes; to aid in the recognition, evaluation, and care of athletic injuries. Techniques in taping, prevention, and rehabilitation of injuries. Sport specific injuries are examined and discussed to familiarize students with the multitude of injuries that can and will occur in sporting activities.***

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours

**Grading:** A-F or P/NP - Student choice  **Transfer:** CSU, UC

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. The Athletic Trainer and their duties
      i. prevention of injuries
      ii. recognition of injuries
      iii. evaluation of injuries

   b. Emergency care and first aid for athletic injuries
      i. recognition
      ii. protocol
      iii. disposition

   c. Injury Prevention taping
      i. ankle
      ii. arch
      iii. shins
      iv. wrist
      v. thumb
      vi. elbow

   d. Nomenclature
i. anatomical terms
ii. orthopedic terms
iii. medical terms
e. Rehabilitation
   i. feedback-loop
   ii. principles
   iii. development
f. Evaluation procedures for athletic injuries
   i. recognition
   ii. systematic approach
   iii. interpretation
   iv. follow-up

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Participation within class by student
3. Group interaction within class among students/teacher
4. Lecture/discussion

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly reading assignments that coresponds with in-class lectures.
   b. Practice preventative taping techniques for three weeks outside of class in preparation for a practical exam given at the end of this time.
   c. Throughout the semester the students work on the development of a notebook containing the semesters notes and lecture material to be used for completion of the final comprehensive exam.
Throughout the semester the students will research topics located on the internet for outside information added to our in-class lecture material.

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   a. Develop a rehabilitation protocol using cryokinetics.
   b. Identify different fracture types common in sports injuries.
   c. Perform a clinical knee evaluation using ligamentous and special tests.
   d. Using the internet the students research current topics for information such as MRSA and blood-bourne pathogens.

E. **TEXTS AND OTHER READINGS (TYPICAL)**

III. **DESIRED LEARNING**

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

   identify injuries commonly seen in athletic participation and respond appropriately using learned tests and procedures. Attain knowledge and skills to prevent and care for common athletic injuries.

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

   1. **Required Learning Goals**
      *Upon satisfactory completion of this course, the student will be able to:*
      a. Use terminology which applies to athletic injuries.
      b. Identify predisposing situations that could injure athletes during participation in specific sports or activities.
      c. Describe the signs and symptoms of common athletic injuries.
      d. Identify physical stresses which are inherent in different sports and outline preventative steps to protect the participating athletes.
      e. Select the necessary steps in developing and in implementing reconditioning exercise programs for injured athletes.
      f. Define the role of athletic trainer as a health care provider.
      g. Interpret information gained by manual stress tests as to the integrity of joint supporting structures.
      h. Compare injured areas to the uninjured opposite limbs to detect seriousness of injury.
      i. Distinguish a life threatening situation and react accordingly.
      j. Apply tape/wrap to injured areas for added support to allow athletes to continue their activities.
      k. Provide emergency care to injured athletes.
I. Utilize tape to protect the different joints of the body during sporting activities.

m. List and define over-the-counter medications and prescriptive drugs issued by physicians.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Written examinations
   2. Practical examinations
   3. Practical demonstrations

B. SUMMATIVE ASSESSMENT
   1. Comprehensive final exam
   2. Participation frequency
Proposal Impact

PE 108 Care and Prevention of Athletic Injuries
**Course Revision Major**
Bobby Boswell

Courses

1. PE 111 *Active*
2. PE 111 *Launched*
3. PE 141 *Launched*

Cross Listed Courses

Programs

1. Athletic Training/Sports Medicine A.S. Degree *New Program*
2. Physical Education A.A. Degree Major *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:  
SAM Code:  
State Classification: A
Open Entry/Open Exit: No   Work Experience: No

Instructor Load

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Modesto Junior College  
Course Outline of Record  
PE 109

I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

PE 109 **Peak Performance Through Mental Training**  
3 Units  
Techniques for maximizing sport and dance performance through the development of mental skills and strategies for stress control, imagery, goal setting and concentration.

Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Introduction of course materials/assessment forms  
      
      i. Performance continuum  
         a. Choking  
         b. Flow state  
      
      ii. Fluid mind-body connection  

   b. Arousal  
      
      i. Optimal arousal  
      ii. Arousal control  

   c. Relaxation  
      
      i. Body to mind relaxation methods  
      ii. Mind to body relaxation methods  

   d. Imagery  
      
      i. Relaxation  
      ii. Mental practice  
      iii. Confidence building  
      iv. Visual-motor behavior rehearsal  

   e. Biofeedback/focus/concentration
i. Cue words
ii. Self-talk, positive vs. negative
iii. Participation frequency

f. Goal setting
   i. Motivation issues
   ii. Performance problems

g. Personalizing peak performance methods
   i. Significant personal relationships and their influence on behavior
   ii. Reviewing important events and performances
   iii. Personal motives of competitions and fears
   iv. Utilization of peak performance techniques for competition

B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Demonstration and description of skills
2. Lecture/handouts
3. Group interaction between peers and instructor
4. Videotape
5. Cooperative learning through small group discussion and evaluation
6. Major concepts notebook and personal journal

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly readings from texts and research material
   b. Daily written journals
2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*

   a. Self-improvement papers that require in-depth analysis of behavior.
   
b. Goal setting assignment in which student sets short and long term goals relative to performance.
   
c. Analyze case studies of athletic successes and failures.
   
d. List and explain the qualities of winning behavior.
   
e. Compare the winning attitudes of Jesse Owens and Roger Bannister.
   
f. In "Mastering Your Inner Game," what type of intervention is suggested for Bonnie, the figure skater?
   
g. How does self-confidence affect an athlete's performance?

E. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   design and implement a mental training plan for individual success, identify short and long term goals, and assess their commitment level, attitude, and confidence as it relates to peak performance.

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

   a. Explain the advantage of integrating mind and body for maximizing athletic performance.
   
b. Identify experiences of mental strength and weakness during practice and performance.
   
c. Establish goal-setting strategies with the ability to assess progress and make necessary changes if applicable.
   
d. Utilize exercises and techniques to mentally prepare for performance.
   
e. Demonstrate improved skills in the control of arousal, attention and self-thought prior to and during performance.
   
f. Design coping strategies to overcome difficult areas during performance.
IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. In-class assignments
2. In-class group discussions
3. Quizzes
4. Movie summaries and applications
5. In-class journal entries

B. SUMMATIVE ASSESSMENT

1. Personal journal
2. Student projects
3. Participation in relevant discussions
4. Imagery script/tape
5. Final exam
Technology Mediated Instruction (T.M.I.) Form

PREPARED BY: Mary Shea

DATE SUBMITTED:

COURSE PREFIX AND NUMBER: PE 109

COURSE TITLE: Peak Performance Through Mental Training

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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<tbody>
<tr>
<td>Telephone Contact</td>
<td>Web or Computer-based Activities</td>
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<tr>
<td>E-mail</td>
<td>Written Assignments</td>
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<tr>
<td>Asynchronous Discussion</td>
<td>Community Activities</td>
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<tr>
<td>Viewing Text-based Materials</td>
<td>Reading Online Materials</td>
</tr>
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<td></td>
<td>Other Assigned Readings</td>
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<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>
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</table>

COURSE ANALYSIS

1. Describe how methods selected will insure appropriate instructor/student contact as required by Title 5. The online class is the same as a regular classroom, except no face-to-face contact.

2. Describe how the methods selected will allow students to meet the student learning goals of the course. The assignments are the same as the regular classroom version of PE 109. Discussion, however, takes place online.

3. Are the methods of evaluation different from those listed on the approved course outline? If so, in what ways do they differ? no differences
Proposal Impact

PE 109 Peak Performance Through Mental Training
**Course Revision Major**
Mary Shea

Courses

Cross Listed Courses

Programs

1. Athletic Training/Sports Medicine A.S. Degree *New Program*
2. Physical Education A.A. Degree Major *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: 0835.00  SAM Code:  State Classification: A
Open Entry/Open Exit: No  Work Experience: Yes

Instructor Load

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Material Fees

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<tr>
<th>Item Name</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

Curriculum Committee Agenda 767 March 31, 2009
Prerequisite: PE 108
Modesto Junior College
Course Outline of Record

PE 111

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog.

<table>
<thead>
<tr>
<th>PE 111</th>
<th><strong>Application of Sports Medicine</strong></th>
<th>3 Units</th>
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<tbody>
<tr>
<td></td>
<td>Practical application of modalities and techniques used in the treatment and care of athletic injuries for the prospective Athletic Trainer. Emphasis on injury recognition, development of conditioning and reconditioning programs and taping techniques to enable athletes to return to competitive activities.</td>
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<tr>
<td></td>
<td><strong>Prerequisite:</strong> Satisfactory completion of PE 108.</td>
<td></td>
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<tr>
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<td>Field trips are not required.</td>
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<td><strong>Units/Hours:</strong> 3.00 Units: Lecture - 54.00 hours</td>
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<td></td>
<td><strong>Transfer:</strong> CSU, UC</td>
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II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Evaluation techniques
      
      i. History
      
      ii. Inspection
      
      iii. Palpation

   b. Range of motion tests
      
      i. Active tests
      
      ii. Passive tests
      
      iii. Resisted tests

   c. Muscular strength quality
      
      i. Break test

   d. Ligamentous tests
      
      i. Non-contractable tissue
      
      ii. Grading system for ligamentous laxity

   e. Special tests
      
      i. Impingement tests
ii. Meniscal tests
iii. Bilateral tests
iv. Neurological tests

f. Clinical evaluations
g. On-field evaluations
   i. Mechanism of injuries

h. Applied forces
   i. Biomechanics
   ii. Pathomechanics

i. Pathology
   i. Physiological end-feels
   ii. Pathological end-feels
   iii. Macrotrauma vs. microtrauma

j. Resulting damage
   i. Baseline measurements

k. Initial care
   i. Bony related injuries
   ii. Soft tissue related injuries

l. Muscle grading system

m. Life threatening conditions
   i. Heart rate
   ii. Breathing rate
   iii. Unique injuries

n. Strength training
   i. Isometric training
   ii. Isotonic training
   iii. Concentric training
   iv. Eccentric training
   v. Proprioceptive neuromuscular facilitation
vi. Appropriate body positioning
vii. Upper body strengthening program

o. Pitcher’s program
p. Stretching techniques
   i. Static
   ii. Ballistic
   iii. Contract-relax

q. National Athletic Trainer’s Association
   i. Required competencies testing

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of PE 108.

2. Requisite Skills
   Before entering the course, the student will be able to:
   a. Evaluate common athletic injuries.
   b. Demonstrate a basic understanding of the mechanisms of injury of common athletic injuries.
   c. Identify and understand sports medicine terminology.
   d. Identify and perform rehabilitation techniques.
   e. Demonstrate an appropriate and ethical approach to assessment of injured athletes.
   f. Recognize techniques and perform skills necessary to aid in the prevention of athletic injuries.

C. HOURS AND UNITS

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<th>INST METHOD</th>
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D. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. lecture
   2. instructor demonstration of skills/techniques
   3. group interaction
4. video demonstration
5. class participation
6. assigned reading

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly reading assignments relating to lecture material
      i. chapter assignments
      ii. testing information
      iii. anatomical review

   b. Practice assigned competencies in and out of class in preparation for practical exams given throughout the term
      i. ligamentous test
      ii. special tests
      iii. functional tests

   c. Development of notebooks regarding lecture and reading material addressed in class
      i. chapter information
      ii. lecture information

   d. Research and development of plans to address given topics to demonstrate and explain during class participation
      i. presentation preparation
      ii. evaluative tools utilization

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   a. Develop an evaluation plan based on scenarios given in class: upper body, lower body.

   b. Identify different sports injuries and develop a plan to implement evaluative procedures accordingly based on problem-solving questions.

   c. Use the Internet to supplement information regarding topics covered in class: additional tests, university requirements, pictures.

   d. Contact accredited university sports medicine programs and share information with other students in regards to assigned topics: university programs and prerequisite information.

   e. One-on-one evaluations with the instructor are required in a practical examination based on sports injury scenarios: knee, shoulder.
F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**
   
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   implement testing procedures, based on learned knowledge, to identify the type and severity of specific sports related injuries.

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

   1. **Required Learning Goals**
      
      Upon satisfactory completion of this course, the student will be able to:
      
      a. obtain and evaluate information related to an injury.
      b. analyze the mechanism of injury to understand which structures are likely injured.
      c. identify and assess possible life-threatening situations during injury care.
      d. analyze objective data while comparing the injured limb to the uninjured limb.
      e. develop a strengthening program utilizing all of the different strengthening techniques.
      f. successfully demonstrate the ability to perform and understand the evaluation procedures following an injury.
      g. identify differences between an on-field and a clinical evaluation.
      h. perform the range of motion tests and evaluate those findings.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Instructor evaluation of skills competency
   2. Practical quizzes
   3. Scenario based in-class assessments

B. **SUMMATIVE ASSESSMENT**

   1. Completion of skills competency
   2. Semester research project
   3. Participation frequency
   4. Research paper
Proposal Impact

PE 111 Application of Sports Medicine
**Course Revision Major**
Bobby Boswell

Courses

1. PEC 111 *Active*
2. PEC 111 *Launched*

Cross Listed Courses

Programs

1. Athletic Training/Sports Medicine A.S. Degree *New Program*
2. Physical Education A.A. Degree Major *New Program*
PE 113 - Offensive/Defensive Softball Theory

Action Type: Periodic Review
Effective:
Primary Author: Cheryl Mulder
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: 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?)
Modesto Junior College
Course Outline of Record

PE 113

I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

**PE 113 Offensive/Defensive Softball Theory**

Analysis of offensive and defensive techniques, strategies, positions, and team play including rules and physical and mental training. Course designed to prepare the student to compete in collegiate softball.

Two maximum completions.

Field trips are not required. **Units/Hours**: 1.00 Units: Lecture - 9.00 hours Lab - 27.00 hours

**Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC

II. **LEARNING CONTEXT**

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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Development of offense and defense
      
      i. Strategies
      
      ii. Team offense
      
      iii. Individual offensive play
      
      iv. Team defense
      
      v. Individual defensive play

   b. Theories and Philosophies

   c. Scouting Reports

      i. Offense

         a. strengths
         
         b. weaknesses
         
         c. tendencies

      ii. Defense

         a. strengths
         
         b. weaknesses
         
         c. tendencies
d. Mental Training
   i. Offensive
   ii. Defensive

2. Required Lab Content:

a. Physical Training
   i. Offensive
      a. Hitting
         a. bunt
            a. sacrifice
            b. squeeze
            c. safety squeeze
      b. slap
      c. hit
         a. behind the runner
         b. opposite field
         c. going with the pitch
   b. Base running
   c. Sliding

ii. Defensive
   a. Throwing
   b. Catching
   c. Pitching
   d. Infield Play
   e. Outfield Play

B. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Group interaction within class among students/teacher
3. In class lecture/presentations
4. Written evaluation of personal capacity to perform
5. Oral discussions designed to require the student to defend, assess, and appraise the student's own conclusions regarding performance, strategies, theories, and philosophies
6. Game simulation worksheets

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly evaluation of scouting reports
   b. Weekly analysis of opponent's game film
   c. Weekly readings
   d. Per term self evaluation

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking
   a. Analyze an opponent's game film and develop an offensive and defensive strategy to counter the identified strategies.
   b. Complete game simulation worksheets to identify and implement strategies which will enable you to successfully compete.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Manual: NCAA. Rules and Regulation of NCAA Softball. NCAA Softball rules and regulations is updated each year. The current year is always used.

III. DESIRED LEARNING

A. COURSE GOAL

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

   develop an understanding and awareness of the fundamental skills, rules, terminology, strategies, and mental and physical training necessary to compete in softball at the collegiate level.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.
1. **Required Learning Goals**

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

   a. Describe the offensive and defensive theories and philosophies of softball.

   b. Analyze historical case studies which involve specific offensive and/or defensive theory.

   c. Identify strategy employed by potential opponents based on data accumulated through scouting reports.

   d. Evaluate mental training techniques in order to enhance performance.

   e. Choose and practice physical training skills necessary for offensive and defensive effectiveness.

   f. Develop skills needed for successful participation from an offensive and defensive softball standpoint.

   g. Demonstrate ability to formulate offensive and defensive plans based on accumulated reports.

   h. Upon successful completion of the 2nd semester of the course, the student will be able to:

      i. Demonstrate improved performance of skills developed for successful participation from an offensive and defensive softball standpoint.

   j. Develop an offensive plan based on accumulated reports.

   k. Develop a defensive plan based on accumulated reports.

   l. Revise mental training techniques based on previous season outcomes.

2. **Lab Learning Goals**

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

   a. Demonstrate mastery of the fundamental skills required in softball.

   b. Recognize and demonstrate the importance of teamwork and self-motivation within a team setting.

### IV. METHODS OF ASSESSMENT (TYPICAL)

#### A. **FORMATIVE ASSESSMENT**

1. Pre-test

2. Written tests

3. Class presentations and contributions

#### B. **SUMMATIVE ASSESSMENT**

1. Prepared demonstration of skill(s)

2. Pre-test/post-test result for comparison of performance

3. Self-evaluation

4. Written tests

5. Class presentations and contributions
Proposal Impact

PE 113 Offensive/Defensive Softball Theory
**Periodic Review**
Cheryl Mulder

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
Modesto Junior College

PE 115 Course Data Summary Report

PE 115 - Officiating: Fall Sports
Action Type: Course Revision Minor
Effective:
Primary Author: Sam Young
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

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Course Data Elements

Credit Type: Requested
Credit Sub-Type: Requested
TOP Code: SAM Code: 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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Modesto Junior College
Course Outline of Record

PE 115

I. **OVERVIEW**
The following information will appear in the 2009 - 2010 catalog

<table>
<thead>
<tr>
<th>PE 115</th>
<th><strong>Officiating: Fall Sports</strong></th>
<th>3 Units</th>
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</thead>
<tbody>
<tr>
<td>Regulations and techniques of officiating football and basketball.</td>
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</table>
Field trips are not required. **Units/Hours:** 3.00 Units: Lecture - 54.00 hours
**Grading:** A-F or P/NP - Student choice **Transfer:** CSU, UC

II. **LEARNING CONTEXT**
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:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Rules of sports
      i. Football
      ii. Basketball

   b. Basketball Mechanics
      i. Two person configuration basketball
         a. signals
         b. court play
         c. throw-in
         d. free throw
         e. fouls

   c. Football Mechanics
      i. four person configuration football
      ii. five person configuration football
         a. signals
         b. run/pass responsibilities
         c. scrimmage kicks
         d. free kicks
e. goal line

d. Etiquette
   i. interaction with coaches
   ii. interaction with media
   iii. interaction with other officials
   iv. interaction with officials association(s)

e. Responsibilities
   i. on court/field
   ii. off court/field
   iii. legal liability

f. Practicum

B. HOURS AND UNITS

<table>
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<tr>
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<th>UNITS</th>
</tr>
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<td>Disc</td>
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</table>

C. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Demonstration/description of skills
2. Lecture
3. Group interaction between peers and instructor
4. Cooperative learning through small groups discussion and evaluation
5. On court/field practicum.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   a. Weekly practicum assignments
   b. Weekly reading assignments
   c. Weekly written assignments
2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   a. Students will analyze and discuss the performance of their peers as they perform officiating mechanics during game simulations.
   
   b. Students will interpret the rules and regulations of basketball and football by participating in classroom game scenarios.
   
   c. Acquire and demonstrate the knowledge needed to impart judgment during a course of a contest via class

E. **TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: NCAA Rules and Regulations (Football and Basketball)

III. **DESIRED LEARNING**

A. **COURSE GOAL**

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

   demonstrate an understanding of the mechanics, rules and responsibilities of officiating football and basketball

B. **STUDENT LEARNING GOALS**

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

   1. **Required Learning Goals**

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

      a. Apply the rules of football and basketball.
      
      b. Organize the mechanics of officiating football and basketball.
      
      c. Assess the etiquette and specific responsibilities of officiating.
      
      d. Demonstrate ability to enforce the rules.
      
      e. Apply the rules of the game as it relates to basketball and football.
      
      f. Organize and understand the mechanics of officiating basketball and football.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

   1. Written tests
   
   2. Prepared demonstration of skills

B. **SUMMATIVE ASSESSMENT**

   1. Prepared demonstration of skill(s)
2. Participation
3. Final Exam
Proposal Impact

PE 115 Officiating: Fall Sports
**Course Revision Minor**
Sam Young

Courses

Cross Listed Courses

Programs
1. Physical Education A.A. Degree Major *New Program*
Modesto Junior College
PE 130 Course Data Summary Report

PE 130 - Personal Trainer Health Fitness Instructor
Action Type: Periodic Review
Effective:
Primary Author: Jim Stevens
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: : 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
Advisory: PEC 195 or PEC 197 or PEW 192
Modesto Junior College
Course Outline of Record

PE 130

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE 130  Personal Trainer Health Fitness Instructor  3 Units
Formerly listed as: PE - 130: Personal Trainer Health Fitness Instr.
Basic competency in designing and implementing fitness programs for a healthy population. Features both practical and theoretical instruction as well as career advice. Emphasis on safe, effective and efficient methods of teaching cardiovascular training, resistance training, balance training and flexibility training for individuals or groups. Covers a broad range of exercise physiology, exercise program design, anatomy of major muscle groups, interval and circuit training, exercise biomechanics, advanced lifting techniques, the basics of working with special populations, and exercise progression.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete PEC 195 or satisfactorily complete PEC 197 or satisfactorily complete PEW 192
Field trips are not required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice Transfer: CSU

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   a. Professionalism
      i. Establishing credibility
      ii. Remaining current
      iii. Traits and responsibilities
      iv. Job opportunities
   v. Licenses
      a. Fitness
      b. Business
   vi. Insurance
   vii. Trainer/Facility agreements
   viii. Associations
   ix. Ethics

   b. Physical assessments
      i. ACSM risk stratification
ii. Medical considerations
   a. medical clearance
   b. special medical conditions

c. Liability

d. Programming with fitness components and FITT principle
   i. Warm up
   ii. Muscular endurance
   iii. Muscular strength
   iv. Cardiorespiratory endurance
   v. Cool down
   vi. Flexibility training
   vii. Fitness assessments
   viii. Emergency procedures

e. Assessments
   i. Measuring intensity
   ii. Borg's Scale of Perceived Exertion
   iii. Target Heart Rate formulas
      a. Resting, active, and recovery
   iv. Fitness
   v. Measuring blood pressure
   vi. Postural screening
      a. Lordosis
      b. Kyphosis
      c. Scoliosis
      d. Leg length discrepancy
   vii. Body composition tests
   viii. Three minute step test
   ix. Twelve minute walk/run field test
   x. Sit-up test
   xi. Bench press muscular strength test
xii. Vertical jump test
xiii. Sti and reach flexibility test
xiv. Hip joint and inner thigh flexibility test
xv. Shoulder reach flexibility test

f. Cardiorespiratory Fitness
   i. Aerobic exercise
   ii. Anaerobic exercise
   iii. Benefits of cardiorespiratory exercise
      a. Surgeon General's guidelines

g. Anatomy and biomechanics
   i. Joint actions
   ii. Range of motion
   iii. Skeletal system
   iv. Muscular system
   v. Anatomical planes

h. Muscle categories for resistance training: actions, exercises, and precautions
   i. Back
   ii. Shoulder joint
   iii. Chest and arms
   iv. Anterior trunk
   v. Posterior hip
   vi. Hamstring
   vii. Hip adductor
   viii. Posterior calf
   ix. anterior shin

i. Muscular contractions

j. Training principles
   i. Frequency
   ii. Intensity
   iii. Overload principle
iv. Duration

v. Volume

vi. Work

vii. Power

k. ACSM resistance training guidelines

l. Benefits of weight training

i. Machines versus free weights

ii. Resistance techniques

iii. Spotting

m. Typical weight room exercises and spotting techniques

n. Core Training

o. Balance Training

p. Injury prevention

q. Exercise Modifications

r. The "personal" in personal training

s. Development of a personalized program

t. The power of humor

u. First aid/CPR certification requirements

B. ENROLLMENT RESTRICTIONS

1. Advisories

Before enrolling in this course, students are strongly advised to satisfactorily complete PEC 195 satisfactorily complete PEC 197 satisfactorily complete PEW 192

2. Health and Safety Skills/Restrictions

Before entering the course, the student must demonstrate the following skill or condition:

a. General Knowledge of weight training and its related safety components.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Lectures using Power Point Presentation
2. Discussion focusing on applications of exercise principles
3. Actual practice focusing on application of safe biomechanics, spotting and cueing for weight training, stability, fit-bands and core training
4. Videos/DVDs
5. Apply principles learned while writing personalized exercise program using periodization and macrocycling
6. Review current periodicals

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly weight training exercise lab card.
   b. Weekly reading of exercise science activities
   c. Per term, group project

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Fitness Presentations: Students must complete a fitness presentation on a topic identified and determined relevant to the individual and his or her personal situation. Students must thoroughly evaluate the topic and present the information in both verbal and written forms.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

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

   Design and implement fitness programs for a healthy population. Provide practical instruction with an emphasis on safe, effective and efficient methods. Show beginning competency in exercise physiology, prescription and anatomy of major muscle groups as well as lifting technique and exercise progression.

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

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Develop practical application of the concepts and theories of fitness.

b. Design and instruct a complete program, incorporating students’ interests, goals and current fitness levels.

c. Identify concepts and themes of basic exercise science, anatomy and physiology.

d. Describe the characteristics of different muscle fiber types and predict their relative involvement in different sport events.

e. Address factors that effect flexibility.

f. Describe proper resistance training exercise and spotting techniques.

g. Describe the basic energy systems present in skeletal muscle.

h. Address the importance of aerobic and resistance exercise on the physiological characteristics of the cardiovascular system.

i. Understand aerobic endurance training and its correlation with training intensity.

j. Designate exercises in a training session according to type.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Practical tests

B. SUMMATIVE ASSESSMENT

1. Written exercise programs for various case histories

2. Required writing assignments

3. Completion of various charts (muscles, bones, planes, etc.)

4. Practical tests on fitness assessments, weight training, stability ball, core training and primary muscle functions
Proposal Impact

PE 130 Personal Trainer Health Fitness Instructor
**Periodic Review**
Jim Stevens

Courses

Cross Listed Courses

Programs
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: 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?)

Enrollment Restrictions & Advisories
Prerequisite: PE 108
Modesto Junior College
Course Outline of Record

PE 141

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

PE 141 Supervision in Athletic Training 2 Units
Policies and procedures, emergency protocols, vital signs, bloodbourne pathogens, and daily functions that are necessary for the student to work in the Athletic Treatment Center.
Continued development in decision-making strategies, analysis, and an awareness of the factors related to medical protocols. Basic skill development in working in the Athletic Treatment Center with athletes and coaches for an in depth experience related to sports medicine.

Prerequisite: Satisfactory completion of PE 108.

Four maximum completions.
Field trips might be required. Units/Hours: 2.00 Units: Lecture - 18.00 hours Lab - 54.00 hours

Grading: A-F or P/NP - Student choice Transfer: CSU

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

   A. Medical forms
      1. Pre-participation Health Screening
      2. Incident forms
      3. Treatment forms
      4. Progress (rehabilitation) forms
   B. Emergencies
      1. EMS activation
      2. Non-life threatening
      3. Life threatening
      4. Vital signs
      5. Emergency equipment
   C. Protocols
      1. Non-life threatening
      2. Life threatening
      3. Athletic Treatment Center
      4. Travel requirements for away competitions
      5. Requirements for hosting competitions
   D. Strengthening programs
      1. wellness enhancement
      2. injury rehabilitation
   E. Stretching programs
      1. wellness maintainence
      2. injury rehabilitation
   F. Bloodbourne pathogens
      1. Identification
      2. Policies and procedures
      3. Contamination protocols
      4. Education
   G. Daily procedures
      1. Opening procedures (Athletic Treatment Center)
      2. necessary supplies
3. clean and disinfect areas
4. Whirlpools cleaned and filled
5. Stock kits needed for practice or competitions
6. Operational requirements
7. Secretarial duties for logging in treatments
8. Coverage of daily events

H. Closing
1. Clean and straighten facilities
2. disinfect and sanitize room and equipment

I. Supplies and Equipment
1. Proper use of equipment
2. Proper maintenance
3. Maintain clean area

J. Modalities:
1. Hydrocollator
2. Proper use
3. Proper maintenance
4. Maintain clean area

K. Whirlpools
1. Proper use
2. Proper maintenance
3. Proper temperature control
4. Maintain clean area

L. Ice Machine
1. Proper use
2. Proper maintenance
3. maintain clean area

M. Electrical Muscle Stimulator
1. Proper use
2. Proper maintenance
3. Maintain clean area

2. Required Lab Content:

a. The students will work closely, under the instructor's supervision, in providing the care and attention given to the athletes in preparation for the daily practices and competitions
   i. taping/wrapping
   ii. stretching
   iii. rehabilitation
   iv. injury care

b. the students will review and practice skills developed and presented during the lecture portion of the class
   i. stretching techniques
   ii. massage techniques
   iii. injury care

B. Enrollment Restrictions

1. Prerequisites

   Satisfactory completion of PE 108.
2. **Requisite Skills**
   *Before entering the course, the student will be able to:*
   
   a. Effectively and efficiently tape and wrap athletes for prevention of injury.
   
   b. Perform the entry level competencies as outlined in Care and Prevention of Athletic Injuries.
   
   c. Identify structures of the body.
   
   d. Utilize sports medicine terminology.
   
   e. Evaluate a sports related injury using ligamentous and special tests.
   
   f. Identify the components of an effective rehabilitation plan.
   
   g. Demonstrate an understanding of cryokenics and heat therapy.

C. **HOURS AND UNITS**

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D. **METHODS OF INSTRUCTION (TYPICAL)**
   *Instructors of the course might conduct the course using the following method:*
   
   1. Lecture
   
   2. Demonstration
   
   3. Group interaction
   
   4. Instructor led participation

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   a. Weekly readings
   
   b. Daily skills rehearsal
   
   c. Weekly review of material
   
   d. Per term research project

2. **EVIDENCE OF CRITICAL THINKING**
   *Assignments require the appropriate level of critical thinking*
   
   A. Develop rehabilitation programs, based on athlete's needs.
   
   B. Perform evaluative procedures, based on athlete's needs.
   
   C. Perform taping techniques, based on injuries presented, sport requirements, and prevention methods.
   
   D. Perform set-up and tear-down for sports competitions, using ice and water as needed, and first aid station as needed.
   
   E. Demonstrate and explain the different ligamentous tests used to evaluate a knee.
F. Perform the necessary evaluative procedures for a situational mock injury.
G. Create a stretching program for an athlete based on the evaluative findings during testing procedures.
H. Develop and utilize rehabilitation procedures based on the needs of the injured athlete.

F. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: Notebook created in PE 108. Notebook of Handouts created in PE 111

III. DESIRED LEARNING

A. COURSE GOAL

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

work with athletic teams in practice and competitive situations performing appropriate procedures in prevention, care, and rehabilitation of athletic injuries.

B. STUDENT LEARNING GOALS

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

1. Required Learning Goals

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

a. First completion:

b. collect and record information as it relates to an injury, using the HOPS format.

c. utilize tape and wraps to provide preventive measures to reduce the risk of injury.

d. assist athletes in regards to pre-event taping and care.

e. implement strengthening and stretching programs as directed by the instructor.

f. Second completion:

g. evaluate collected information as it relates to an injury

h. implement rehabilitation programs as directed by the instructor.

i. initiate steps to treat athletic injuries.

j. implement protocols used by athletes for their daily maintainence programs.

k. Third completion:

l. monitor treatments and update the staff in regards to any new or changing conditions as they pertain to the athletes.

m. evaluate special test results and, under the supervision of the instructor, develop a rehabilitation program.

n. Fourth completion:

o. design a preventive strengthening program for an athlete.

p. evaluate special tests performed by first semester students.

q. assess and set up an event site to accomodate an intercollegiate athletic competition.

2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. work effectively with other students to provide care for the injured athletes
b. follow instructions in following the protocol for injury care and prevention
c. tape and wrap the athletes for greater protection during practices and games.
d. utilize knowledge and skills developed in previous prerequisite class on a daily basis.
e. work closely with other students in the same class with the same interest in athletic training.
f. work closely with other students in the same class with the same interest in athletic training.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Instructor evaluation of skills competencies.
2. Participation at athletic events.
3. Practical examinations
4. Practical demonstrations

B. SUMMATIVE ASSESSMENT

1. Completion of required internship hours.
2. Completion of competency skills
3. Completion of outside worksheets.
Proposal Impact

PE 141 Supervision in Athletic Training
**Course Revision Major**
Bobby Boswell

Courses

Cross Listed Courses

Programs

1. Athletic Training/Sports Medicine A.S. Degree *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: SAM Code: State Classification: A
Open Entry/Open Exit: No Work Experience: No

Instructor Load

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These items have continuing value because:

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I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**PEVM 115  Varsity Football**  
3 Units  
Instruction, training, and competition in intercollegiate football.

Four Maximum completions.
Field trips might be required. **Units/Hours:** 3.33 Units: Lab - 179.82 hours  
**Grading:** A-F or P/NP - Student choice  
**Transfer:** CSU, UC  
**General Education:** Activities

II. **LEARNING CONTEXT**  
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:

A. **COURSE CONTENT**

1. **Required Content:**

2. **Required Lab Content:**

   a. **Rules**
      
      i. scrimmage play
      
      ii. free kicking situations
      
      iii. scrimmage kicking situations
      
      iv. penalties and their enforcement

   b. **Strategy of football**
      
      i. ball control/ time of possession
      
      ii. field position defense
         
         a. goal line / inside the 3 yard line
         
         b. red zone / inside the 25 yard line
         
         c. free wheeling zone between the 25 yard lines
         
         d. backed-up between the opponent's 5 and goal line

      iii. field position offense
         
         a. goal line inside the 3 yard line and goal line
         
         b. red zone inside the 30 yard line
         
         c. backed-up between the 3 yard line and goal line
d. free wheeling zone between the 25 yard lines

iv. clock management
   a. offense / defense opposite strategy
      a. 2 minute offense (saving time)
      b. 4 minute offense (using time to our advantage)

v. offensive skills
   a. movements regarding blocking
   b. movements regarding ball handling
      a. knowledge of system of passing game
      b. knowledge of system of running game

vi. defensive skills
   a. movements regarding tackling
   b. movements regarding block protection
   c. knowledge of system defending pass game
   d. knowledge of system defending run game

vii. special teams play
   a. kick-off and return
   b. punt and return
   c. field goal and field goal defense

viii. competition at the intercollegiate level
   a. scrimmages
   b. non-league contests
   c. league contests

ix. social skills regarding being a good teammate

x. mental aspect of individual and team preparation for the game of football
B. **HOURS AND UNITS**

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C. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Lecture
2. Demonstration and description of individual skills
3. Audio-visual presentations
4. Small and large group interaction
5. Competitive contests

D. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   Lab only - no outside-of-class hours required

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   a. Appraise competitive situation and react to it as strategy dictates
   b. Evaluate personal ability and use the information to develop a plan to perform at an optimal level during competition
   c. Review practice and game video and develop and/or adjust defensive and/or offensive schemes

E. **TEXTS AND OTHER READINGS (TYPICAL)**

1. Other: no text required

III. **DESIR ED LEARNING**

A. **COURSE GOAL**

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

demonstrate advanced skills and knowledge required for successful competition in intercollegiate football

B. **STUDENT LEARNING GOALS**

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

1. **Required Learning Goals**

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

2. **Lab Learning Goals**

   Upon satisfactory completion of the lab portion of this course, the student will be able to:
a. apply physical skills within competitive situations
b. utilize football knowledge and ability in competitive events
c. master the skills necessary within the total team concept of football
d. identify and evaluate the strategy used in formulating a game plan
e. interpret rules pertaining to football

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
1. Performance in competition
2. Assessment of skills through daily practice
3. Demonstration of mastery of football rules and strategy

B. SUMMATIVE ASSESSMENT
1. Performance in competition
2. Assessment of skill development and improvement
Proposal Impact

PEVM 115 Varsity Football
**Course Revision Major**
Sam Young

Courses

Cross Listed Courses

Programs

1. Physical Education A.A. Degree Major *New Program*
SM 331 - Sheet Metal and Installation 1

Action Type: Periodic Review

Effective:

Primary Author: Pedro Mendez

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: 0956.40  SAM Code:  - State Classification: I
Open Entry/Open Exit: No  Work Experience: No

Instructor Load

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Modesto Junior College
Course Outline of Record
SM 331

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

SM 331 Sheet Metal and Installation 1 3 Units
Introduction to tools and machinery used by sheet metal trades. Training in the procedures using patterns, cutting, making seams, and riveting metals. Safety in sheet metal shop. Opportunities in the trade.

Field trips might be required. Units/Hours: 3.00 Units: Lecture - 54.00 hours
Grading: A-F or P/NP - Student choice

II. LEARNING CONTEXT
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:

A. COURSE CONTENT

1. Required Content:

a. The Sheet Metal Industry
   i. Characteristics of the Industry
   ii. Shop Safety
   iii. Employment Opportunities

b. Materials, Tools and Machinery
   i. Fitting identification
   ii. Types of sheet metal
   iii. Materials of the trade
   iv. Fasteners for sheet metal

c. Sheet Metal patterns and layouts

d. Procedures in cutting metal

e. Procedures in punching, drilling, and riveting

f. Procedures for folding edges and making seams

g. Sheet metal Math--fractions and decimals

B. HOURS AND UNITS

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EFFECTIVE: Summer 2009
C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Related material will be presented through designated class lecture and lab demonstrations
2. Additional studies will be required from technical manuals specific to individual topics
3. Students demonstrate the mastery of each competency by the successful completion of a related project

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Weekly chapter reading assignments
   b. Weekly Chapter homework assignments
   c. Each term, 2-4 large comprehensive projects will be assigned

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   a. Describe some of the more common methods supporting air system components.
   b. Explain the purpose of selected air distribution accessories.
   c. Compare and contrast thermal and acoustic insulation.
   d. Install duct fasteners, fasteners, hangers and appropriate accessories as drafted in project 1.
   e. Students work on various projects learning how to read simple drafting symbols and schematics related to sheetmetal duct layouts for facility and HVAC projects.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   explain the uses of the most common tools and machinery in the sheet metal industry. Develop simple pattern layouts and sheet metal patterns.

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

   1. Required Learning Goals
      Upon satisfactory completion of this course, the student will be able to:
a. Identify the principles related to components and equipment used in the sheet metal trades.
b. Describe types of fasteners and their uses.
c. Design a sheet metal pattern that will incorporate several fabrication procedures.
d. Match the appropriate fitting to various types of sheet metal and tools.
e. Apply mathematical skills to the sheet metal trade.
f. Develop simple pattern layouts and fabricate introductory sheet metal fittings.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Review and assessment of classroom projects
   2. Evaluation of homework assignments
   3. Group discussions

B. SUMMATIVE ASSESSMENT
   1. Mid Term Exam
   2. Final Exam
   3. Task performance ratings by industrial standards
Proposal Impact

SM 331 Sheet Metal and Installation 1
**Periodic Review**
Pedro Mendez

Courses

1. SM 332 *Active*

Cross Listed Courses

Programs

1. Fabricator Technician null *New Program*
2. Sheet Metal Fabricator null *New Program*
3. Welding A.S. Degree *A.S. Degree Major Revision*
4. Welding null *New Program*
Catalog Rights

Catalog rights refer to the right of every continuing student to choose one, and only one, catalog under whose course requirements the student is to be evaluated for the purpose of determining whether the student meets the requirements for MJC graduation, Certification or for certification of General Education. The continuing student may select the catalog which was in effect when the student initially enrolled at MJC or any catalog in effect thereafter through and including the semester when the student petitions for graduation or transfer certification (adapted from LA City College Catalog).

A student remaining in continuous enrollment will retain catalog rights for graduation under the year of initial enrollment. Any academic record symbol entered on a transcript (A through F, CR/NC, P/NP, I, W) shall constitute a record of continuous enrollment. Continuous enrollment is defined as earning college credit for enrollment in at least one term (Summer, Fall or Spring) of the academic year. The college is currently reviewing the policy governing catalog rights. Students should consult with their counselor for current information. For evaluation purposes, the college will use the terms listed in the catalog’s Academic Calendar to determine a student's catalog rights.

Program Rights For Allied Health Awards

The curricula of the Allied Health programs are prescribed by their respective accrediting bodies. For this reason, programs may be required to modify their curriculum. Students entering these programs are given academic program rights to the requirements which appear in the catalog corresponding to the term/year in which they enroll in the first semester core curriculum of the program.
# Proposed Curriculum Meeting Dates – 2009-2010

## Fall 2009 Meetings

<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>FACULTY DEADLINE:</th>
<th>DEAN DEADLINE:</th>
<th>MEETING LOCATION</th>
<th>Pertinent Deadlines/Information</th>
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<tbody>
<tr>
<td>FRI SEPT 6</td>
<td>TBA</td>
<td>TBA</td>
<td>Curriculum Committee Orientation/Training</td>
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<tr>
<td>TUES SEPT 22</td>
<td>MON AUG 31</td>
<td>MON SEPT 7</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2010</td>
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<tr>
<td>TUES OCT 6</td>
<td>MON SEPT 14</td>
<td>MON SEPT 21</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2010</td>
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<tr>
<td>TUES OCT 20</td>
<td>MON SEPT 28</td>
<td>MON OCT 5</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2010</td>
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<tr>
<td>TUES NOV 3</td>
<td>MON SEPT 28</td>
<td>MON OCT 5</td>
<td>TBA</td>
<td>Last meeting for changes to take effect in Summer 2010</td>
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<tr>
<td>TUES NOV 17</td>
<td>MON OCT 12</td>
<td>MON OCT 19</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES DEC 1</td>
<td>MON OCT 26</td>
<td>MON NOV 2</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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## Spring 2010 Meetings

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<thead>
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<th>MEETING DATE</th>
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<th>DEAN DEADLINE:</th>
<th>MEETING LOCATION</th>
<th>Pertinent Deadlines/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUES JAN 19</td>
<td>MON DEC 14</td>
<td>MON DEC 21</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES FEB 2</td>
<td>MON JAN 11</td>
<td>TUE JAN 19^H</td>
<td>TBA</td>
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<tr>
<td>TUES FEB 16</td>
<td>MON JAN 25</td>
<td>MON FEB 1</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES MAR 2</td>
<td>MON FEB 8</td>
<td>TUE FEB 16^H</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES MAR 16</td>
<td>MON FEB 22</td>
<td>MON MAR 1</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES MAR 30</td>
<td>MON MAR 8</td>
<td>MON MAR 15</td>
<td>TBA</td>
<td>Changes approved at this meeting take effect Summer 2011</td>
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<tr>
<td>TUES APR 13</td>
<td>MON MAR 22</td>
<td>MON MAR 29</td>
<td>TBA</td>
<td>(Deadline to request UC transferability through R. Cranley.)</td>
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^H Submission day/date adjusted for holiday.