



CURRICULUM COMMITTEE | AGENDA

Wednesday, September 24, 2014 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Suellen Gauld	Karen Legg	James Pacchioli
Georgia Lorenz, <i>Vice Chair</i>	Sandra Hutchinson	Walt Louie	Elaine Roque
Brenda Antrim	Maral Hyeler	Jae Lee	David Shirinyan
Sang Chi	William Konya	Jenny Merlic	Toni Trives
Ida Danzey	Helen LeDonne	Estela Narrie	Odemaris Valdivia
Ron Furuyama			

Interested Parties:

Jamey Anderson	Jonathan Cohanne	Mona Martin	Linda Sinclair
Maria Bonin	Kiersten Elliott	Steven Myrow	Sal Veas
Patricia Burson		Katharine Muller	Chris Young

Ex-Officio Members:

Eve Adler	Ali Khan
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AGENDA

(Items for action are listed alphabetically; items for information are listed numerically)

- I. Call to order
- II. Public Comments*
- III. Approval of Minutes.....2
- IV. Chair’s report:
- V. Information Items:
 - I. UC-TCA decisions for 2014-2015
 - Course Updates:*
 - I. FILM 31: Introduction To Digital Filmmaking
- VI. Action Items:
 - New Courses:*
 - a. COM ST 36: Gender and Communication.....6
 - b. ENGL 49: Asian Mythology.....10
 - c. GEOL 3 Introduction to Environmental Geology.....19
 - Global Citizenship:*
 - d. ENGL 49 Asian Mythology.....16
- VII. Adjournment
Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.

*Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.



CURRICULUM COMMITTEE | MINUTES

Wednesday, June 4, 2014 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Ida Danzey	Randal Lawson	James Pacchioli
Georgia Lorenz, <i>Vice Chair</i>	Sandra Hutchinson	Karen Legg	Elaine Roque
Brenda Antrim	Maral Hyeler	Walt Louie	Jeffery Shimizu
Teri Bernstein	Josh Kanin	Walter Meyer	David Shirinyan
Sang Chi	William Konya	Estela Narrie	Toni Trives

Members Absent:

Hasun Khan	Helen LeDonne	Kyle McGrath
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Others Present:

Eve Adler	Ty Moura
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M I N U T E S

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:

The meeting was called to order at 3:10pm.

II. Public Comments:

- Elaine Roque congratulated Vice Chair Georgia Lorenz who was appointed Vice President of Academic Affairs by the Board of Trustees on June 3, 2014

III. Approval of Minutes:

- The minutes of May 21, 2014 were approved with the following amendment:
 - Item VI (i) is an "AA-T" (Spanish) not "AS-T"

IV. Chair's report:

- On May 27, the Academic Senate approved all items approved by Curriculum Committee on May 21, 2014
- The Chair recognized the following members:
 - Josh Kanin: stepping down as member (Walt Louie will represent the area)
 - Walter Meyer: nine years on the Committee
 - Jeff Shimizu: 16 years on the Committee

V. Information items:

(SLO Update)

1. PHOTO 7: Advanced Portfolio Development
2. PHOTO 21: Alternative Photographic Processes
3. PHOTO 29: Video Production For Still Photographers

(Program Review – Course Updates)

1. ACCTG 2: Corporate Financial and Managerial Accounting
2. ACCTG 6: Accounting Consolidations
3. ACCTG 7: Accounting Special Topics
4. ACCTG 11: Cost Accounting
5. ACCTG 15: Individual Income Taxes
6. ACCTG 16: Taxation of Corporations, Partnerships, Estates and Trusts
7. ACCTG 45 / BUS 45: Individual Financial Planning

(Course Updates)

8. ECE 52: Documentation: Making Learning Visible
9. ECE 53: Environment As The Third Teacher
10. ET 31A: Digital Video Fundamentals
11. ET 31B: Digital Video Editing
12. MATH 11: Multivariable Calculus

VI. Action items:**(Consent Agenda)****Course Updates; Course Title Changes – presented by Wendi Parise**

- a. ECE 41: Administration 1: Programs in Early Childhood Education (former title: Supervision and Administration of Early Childhood Programs)
- b. ECE 43: Administration 2: Personnel and Leadership in Early Childhood Education (former title: Supervision and Administration 2)
- c. ECE 45: Introduction to Children With Special Needs (former title: Children with Special Needs)
 - **Change made:** Minimum Qualifications changed to “Education or ECE”
- d. ECE 46: Infant and Toddler Development (former title: Infant through Toddler Studies)
- e. ECE 49: Curriculum and Strategies for Children with Special Needs (former title: Early Intervention Strategies)

Motion made by: Randal Lawson
The motion passed unanimously.

Seconded by: David Shirinyan

Course Update; Unit Change; Course Title Change– presented by Wendi Parise

- f. **ECE 48: Adult Supervision and Mentoring in Early Education** (change in units from 2 to 3; former title: Adult Supervision and Mentoring, ECE/CD)

Motion made by: Teri Bernstein
The motion passed unanimously.

Seconded by: Elaine Roque

Course Update; Change in Prerequisite/Skills Advisory:

- g. **CHEM 31: Biochemistry I** (from Prerequisite: CHEM 22 to Prerequisite CHEM 21, Skills Advisory CHEM 22)

Motion made by: Elaine Roque
The motion passed unanimously.

Seconded by: Karen Legg

- h. ECE 2: Principles And Practices Of Teaching Young Children** (change PSYCH 11 from Prerequisite to Skills Advisory)

Motion made by: Estela Narrie
The motion passed unanimously.

Seconded by: Maral Hyeler

- i. PHOTO 32: Lighting for People 2** (from Prerequisite PHOTO 31 to PHOTO 30)

Motion made by: Brenda Antrim
The motion passed unanimously.

Seconded by: Estela Narrie

- j. PHOTO 39: Beginning Photoshop** (from Prerequisite PHOTO 2 and 50 or 51 to PHOTO 5)

Motion made by: Randal Lawson
The motion passed unanimously.

Seconded by: Karen Legg

(New Courses)

- k. ECE 71: Infants and Toddler Education and Care** – presented by Wendy Parise.

Approved with the following changes:

- ECE 71 is only applicable to the “Early Childhood Intervention Assistant” degree
- Minor typos in the DE application corrected

Motion made by: Brenda Antrim
The motion passed unanimously.

Seconded by: Sang Chi

- l. KIN PE 41M: Self Defense for Men** – presented by Jesse Ramirez, Mike Tuitasi and Elaine Roque.

Approved with the following changes:

- Change “Class Participation” under Methods of Evaluation to “Class Work” with edits to activities under the category

Motion made by: Brenda Antrim
The motion passed unanimously.

Seconded by: Teri Bernstein

- m. PHOTO 64: Community Documentary Photography** – presented by Josh Sanseri.

Motion made by: James Pacchioli
The motion passed unanimously.

Seconded by: Karen Legg

(Distance Education)

Presented by Wendy Parise:

- n. ECE 49: Curriculum and Strategies for Children with Special Needs**

Motion made by: Teri Bernstein

Seconded by: Karen Legg

The motion passed unanimously.

o. ECE 52: Documentation Making Learning Visible

Approved with the following changes:

- Correction of typos under “Course Content” and documentation projects under “Methods of Evaluation” specified as “4-6”

Motion made by: Teri Bernstein

Seconded by: Karen Legg

The motion passed unanimously.

p. ECE 53: Environment As The Third Teacher

Motion made by: Teri Bernstein

Seconded by: Karen Legg

The motion passed unanimously.

q. ECE 71: Infants and Toddler Education and Care *(not listed on agenda as DE)*

Motion made by: Brenda Antrim

Seconded by: Sang Chi

The motion passed unanimously.

(Revised Programs)

r. Associate in Arts, Journalism – presented by Guido Davis Del Piccolo.

Motion made by: Maral Hyeler

Seconded by: Estela Narrie

The motion passed unanimously.

s. Certificate of Achievement, Marketing – presented by Joy Tucker/Teri Bernstein

Motion made by: Teri Bernstein

Seconded by: Brenda Antrim

The motion passed unanimously.

VII. New Business:

- t. Preliminary report of the Eligibility for English I advisory** - Hannah Lawler, Dean of Institutional Research, provided information on the preliminary study IR conducted to determine the validity of the eligibility for English I advisory for various courses. The committee discussed various ways to ensure that the study and the data used reflects actual practice. IR will incorporate the suggestions made and conduct another, final study.

VIII. Old Business:

- u. Assessment Best Practices** – The Chair and Brenda Antrim presented revised verbiage related to Assessment Best Practices and Methods of Evaluation. Discuss followed. No decisions were made as further discussion and revision were suggested.

IX. Adjournment:

The meeting was adjourned at 5:21pm.

New SMC Course

Expanded Course Outline for COM ST 36 - Gender and Communication

Course Cover	
Discipline	COM ST-COMMUNICATION STUDIES
Course Number	36
Full Course Title	Gender and Communication
Catalog Course Description	Exploring the role, influence, effects, and significance of gender on our everyday communication interactions, this course critically analyzes issues of gender and communication by examining the theoretical perspectives used to explain gender phenomena, gender socialization, and male and female interactions and stereotypes. With an emphasis on improving communication skills, we will explore the relationship between gender and communication as it pertains to the nature of gender(s), the language of gender, and gender differences in verbal and nonverbal communication.
Rationale	
Proposal Information	
Proposed Start	Year: 2015 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Load Factor Rationale	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 4: Social and Behavioral Sciences <ul style="list-style-type: none"> ○ 4D: Gender Studies 	

CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical <ul style="list-style-type: none"> ◦ D4 - Gender Studies 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ◦ Area II-B: Social Science (Group B) 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • California Community College Antelope Valley College Gender and Communication Comm 217 • California Community College Riverside City College Gender and Communication Com 13 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Women's Studies (Area 2) AA-T Degree -Communication Studies
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and evaluate the communication styles of men and women.	
2. Explore and analyze the construction of gender and the way it affects communication styles in multiple contexts.	
3. Demonstrate an understanding of the way language and symbols construct gender in the context of our larger sexual, racial, ethnic, and class identities and how gender in turn affects communication styles and practices.	
4. Evaluate gender role socialization and the role of popular culture in influencing gender communication.	
5. Understand the perception of gendered communication from various standpoints including those of heterosexual men and women as well as LGBTQ men and women.	
Course Content	
6.25%	Introduction to Gender and Communication
6.25%	Theoretical Approaches to Gender
12.5%	Sex and Gender Differences and Similarities between Men and Women
6.25%	Gendered Verbal Communication Differences
6.25%	Gendered Nonverbal Communication Differences
6.25%	Consequences and Integration of Gender Communication Differences

6.25%	Gender and Family Communication
6.25%	Gender and Friendship Communication
6.25%	Gender and Romance Communication
6.25%	Gender and Workplace Communication
6.25%	Gender and Health Communication
12.5%	Gender in Media: Content and Effects
6.25%	Gendered Power and Violence
6.25%	Gender and Communication: Social Change
Total: 100%	
Methods of Presentation	
Methods	Field Trips Group Work Lecture and Discussion Projects Service Learning
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 20% - Class Work • 20% - Exams/Tests • 10% - Homework Could also be in-class writing. • 20% - Oral Presentation • 20% - Papers Journals and Papers • 100% - Total
Additional Assessment Information (Optional)	<ol style="list-style-type: none"> 1. Student course performance is measured with a variety of oral and written testing techniques. The following should be included in computing the final grade: <ol style="list-style-type: none"> 1. Oral assignments such as speeches, group presentations, role-playing simulations, dyadic interactions, and/or other oral competency assessment activities. 2. In- and out-of-class writing assignments such as essays, research papers, journals, reports, problem-solutions, analyses, and evaluations. 3. Homework appraisals. Out-of-class requirements must be college-level in quality and quantity.
Appropriate Textbooks	
Textbooks	
1. Wood, J.T. <i>Gendered Lives</i> , 11 ed. Cengage Learning, 2013, ISBN: 9781285075938.	
2. Palczewski, C. & DeFrancisco V. <i>Gender in Communication</i> , 2 ed. Sage, 2013, ISBN: 9781452220093.	

Assignments	
Sample Assignment	
<p>1. Write a 3-4 page paper analyzing a rhetorical artifact (advertisement, magazine article, webpage article, movie, song, etc.), identify the preconceived gender and social roles, and revise the artifact to create alternative gender identities.</p> <p>2. Write a paper about your personal experiences with gender communication. Within the context of a feminine and masculine communication styles, describe and analyze the communication styles of your friends, coworkers, significant others, bosses, etc. In your writing, determine if these individuals are following the norm or breaking the norm and identify them as a feminine or masculine communicator.</p> <p>3. In your group, create a 15 minute presentation for the class. Your presentation must utilize at least one theory or concept from the readings or lecture and apply it to a particular context or social issue. The group will provide insight about the topic through the lens of the theory/concept and suggest a resolution and/or alternative.</p>	
Student Learning Outcomes	
1. Identify the differences between feminine and masculine communication styles and their influences on communication interaction.	
2. Exhibit several practical communication skills appropriate for successful cross-gendered/cross-sexed communication.	
Minimum Qualification	
Minimum Qualifications:	Communication Studies (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

New SMC Course

Expanded Course Outline for ENGL 49 - Asian Mythology

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	49
Full Course Title	Asian Mythology
Catalog Course Description	This course studies the major characters and tales from the mythologies of several Asian societies. A sort of ur-knowledge or ur-science, mythology in Asian societies is both an attempt to understand the nature of the cosmos and a human being's place in it as well as a means of organizing relationships among people to form a cohesive, functioning society. The course takes a thematic approach to myths and legends from a variety of sources, especially literature and the visual arts, to examine humanity's attempt to explain the unknown and the meaning of life: the beginning of the world, creation of living creatures, explanation of natural phenomena, relationships between gods and mortals, deeds of super heroes, duties of an individual in a society, death, and afterlife. The resonance of these mythological motifs and characters in modern Asian cultures will also be studied.
Rationale	Mythology, in most societies, represents humanity's attempt to understand, respond to, and negotiate the cosmos. In many Asian cultures, the often fantastical tales and characters are still very much alive and continue to influence people's beliefs and thoughts as the mythology informs the very fabric of the society. Currently, there is no course on Asian mythology to complement the courses in Asian literature, history, and civilization. This course is a response to the broad and intense interest in Asian cultures on the campus and in the community. The course will be a suitable companion to the current course on Greek and Roman mythology (English 50).
Proposal Information	
Proposed Start	Year: 2015 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	Yes
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	54.00

Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages <ul style="list-style-type: none"> ○ C2 - Humanities 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area III: Humanities ○ Area V: Global Citizenship 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC <ul style="list-style-type: none"> UC Irvine World Religions II REL STD 5B 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts, Arts and Humanities
Pre/Corequisites & Advisories	
Prerequisite ENGL 1	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and interpret major mythological motifs that inform the literary works.	
2. Examine and analyze the ideals and values of society as illustrated in the myths, in the literary works, and some works of art.	
3. Examine and assess the changing relationships among men and women and among various groups of people in Asian societies.	
4. Identify and assess how the mythological motifs and prominent mythological characters inform the culture of contemporary Asian societies.	

Course Content	
10%	Introduction: Definition of Terms. Idea of Asia and an Asian mythology. Overview of major themes and motifs.
30%	Indian mythology: Reading and Discussion of <u>Ramayana</u> , <u>Mahabharata</u> (excerpts), and <u>Panchatantra</u> (excerpts). Discussion of the major deities in the Hindu pantheon; important ideas and values expressed in the mythological tales, such as relationship between the gods and mortals, the role of dharma and meaning of moksha; major mythological motifs in the works of art, both literary and visual. Also, study the persistence of ancient mythology in contemporary Indian culture
30%	Chinese mythology: Reading and discussion of <u>Shanhaijing</u> , <u>I Ching</u> , and <u>Journey to the West</u> (abridged edition). Discussion of the major deities in the Chinese pantheon; important ideas and values expressed in the mythological tales, such as the relationship between gods and mortals, concept of justice and punishment. Discussion of the nature and role of the superhero in the society. Also, study the appearance of mythological motifs in contemporary Chinese culture.
25%	Japanese mythology: Shinto deities in the <u>Nihonshoki</u> and <u>Tale of Genji</u> (abridged edition). Discussion of the major deities in the Japanese pantheon; important ideas and values expressed in the mythological tales, such as the relationship between the gods and mortals, the role of the supernatural in daily life; major mythological motifs in the works of art, both literary and visual. Discussion of the role of the great man in society. Also, study of the mythological motifs and characters in contemporary Japanese popular culture.
5%	Summing up: Comparison of the motifs in the mythologies of India, China, and Japan. Discussion of the values and ideals depicted in the three mythologies and the relationship between the mythology and the culture in the three societies. Synthesis: discussion of the role of mythology in modern society.
Total: 100%	
Methods of Presentation	
Methods	Field Trips Lecture and Discussion Other Projects
Other Methods	Media presentations.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation Class discussions will consider as well the persistence of mythological motifs and characters in contemporary Asian

	<p>cultures.</p> <ul style="list-style-type: none"> • 15% - Final exam One or two essays. • 15% - Other Short Essays: 3-4 on specific topics related to the readings and discussions. • 45% - Papers Essays: 3-4 on the readings. • 20% - Portfolios Portfolio of short entries (2-3 pages) written weekly on a variety of specific topics, including persistence of mythological motifs and characters in contemporary Asian cultures. - Letter grade assigned based on the specificity and coherence of the discussion. • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

1. Anonymous. Wendy Doniger (Editor, translator). *Hindu Myths*, ed. New York: Penguin Classics, 2004, ISBN: 0140449906.
2. Valmiki. C. Rajagopalachari (translator). *Ramayana*, 44th ed. ed. Mumbai: Bharatiya Vidya Bhavan, 1951, ISBN: 8172763654.
3. Visnu Sarma. Chandra Rajan (translator). *The Panchatantra*, Revised edition ed. New York: Penguin Classics, 2007, ISBN: 0140455205.
4. Anonymous. Anthony C. Yu (translator). *The Monkey and the Monk: An Abridgment of The Journey to the West*, ed. Chicago: Univ. of Chicago Press, 2006, ISBN: 0226971562.
5. Tyler, Royall. *Japanese Tales (Pantheon Fairy Tale and Folklore Library)*, Reissue edition ed. New York: Pantheon, 2002, ISBN: 0375714510.
6. Murasaki Shikibu. E. Seidensticker (translator). *The Tale of Genji*, ed. New York: Vintage, 1990, ISBN: 0679729534.
7. Campbell, J. *Myths of Light: Eastern Metaphors of the Eternal*, ed. New York : New World Library, 2012, ISBN: 1608681092.

Assignments

Sample Assignment

1. Focusing on two myths from two different Asian countries, identify the major motifs in them and discuss how the myths depict the relationship between gods and mortals or explain the values of each society that are revealed. The response will be in the form of an academic essay.

2. Considering the major principles and motifs of Asian myths discussed, create a myth to explain a phenomenon in a new way or illuminate an important value in one of the Asian societies. Also, provide a comparative analysis (in expository prose) highlighting the similarities and differences between the new myth and one of the myths discussed.

Student Learning Outcomes	
1. Identify mythological allusions while reading and analyzing literary and visual texts and explain the aesthetic significance of the allusions and their role in the work of art and articulate the values and ideals of the culture.	
2. With respect to literary texts and works of visual art, students will apply, in written and oral coursework, a vocabulary of archetypes to identify themes of creation, trial and quest, death and scapegoat, resurrection and rebirth, apotheosis and atonement.	
3. Identify the mythological motifs and prominent mythological characters that inform the culture of contemporary Asian societies and assess the role of these mythological subtexts.	
Minimum Qualification	
Minimum Qualifications:	English (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Web-based
Need/Justification	
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	There will be two types of interaction: Weekly online discussion threads initiated by the instructor in which students will post substantive comments at least once every two days. In addition, the instructor will be in regular contact with each student through the Email function in eCompanion about specific issues of student performance or questions about an assignment. Similarly, each student will contact the instructor via email to submit rough drafts of assignments for feedback and for discussions about grades, attendance, and other issues.
Student-Student Interaction	Students will be encouraged to respond to each other's comments in the weekly threaded discussions. In addition, students will be encouraged to have informal conversations about the materials and assignments using the Email function in eCompanion.
Student-Content Interaction	Student will interact with the content of the course in three distinct ways: 1. Students will read every week selections from the required texts for the course. These readings will be paced, so that students will read entire texts by the end of the semester. 2. The weekly online discussions of the readings will invite students to respond to specific questions about the characters and themes of the texts read and also encourage them to provide interpretations of specific scenes in those texts.

	<p>3. The weekly discussions will serve as a preparation for the essays on the texts spaced regularly throughout the semester. These essays will involve analysis and interpretation of themes and characters in the assigned readings.</p>	
<p>Online class activities that promote class interaction and engagement</p>	<p>Brief Description</p>	<p>Percentage of Online Course Hours</p>
<p>Discussion</p>	<p>Weekly discussions on various topics and aspects of the works assigned.</p>	<p>40%</p>
<p>Written assignments</p>	<p>Essays--revision of rough drafts and final version.</p>	<p>30%</p>
<p>Other (describe)</p>	<p>Lecture Notes, websites (both text and visual).</p>	<p>30%</p>
<p>Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)</p>		
<p>The online version will follow closely the Course Content outlined in the on-ground version of the class. Each of the three major units of the course (India, China, and Japan) will consist of weekly discussions and written assignments on the readings assigned. The percentages indicated in the Course Content also apply to the online version and suggest the allocation of time for each unit in the course of the semester.</p>		
<p>Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)</p>		
<p>The instructor will need some knowledge of and experience in teaching an online class on the eCollege platform. The existing technology of eCollege is adequate for this proposed course. I have been teaching both composition (English 21B) and literature (Asian Literature) classes online every semester since Fall 2006.</p>		
<p>Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)</p>		
<p>The current tutorial and Help Desk assistance appear to be adequate.</p>		
<p>Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.</p>		
<p>The Word documents that will be distributed to the students (including the syllabus) will be structured with headings created with the Styles feature and will be vetted with Word 2010's Accessibility Checker. In the case of PDF files, they will be text-based files and not scanned images. They will be created from Word documents structured with headings. I do not anticipate using PowerPoint and Multimedia presentations. Should they become necessary at a later date, they will conform to the guidelines stated in "The Fundamentals of Creating and Choosing Accessible Digital Instructional Resources" with the assistance and guidance of DSPS. Web content will include text equivalents for all</p>		

visual information and captioning for all multimedia.	
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).	
A threaded discussion will focus on the qualities of the protagonist of Journey to the West, and students would discuss whether or not he is a superman and how he compares with Rama, the protagonist of Ramayana. The instructor will post specific questions about the text and the character, along with guidelines about the types of comments and the due dates, to initiate the discussion. Students will post their ideas and respond to others' comments over a period of days. Students will be expected to post substantive comments and ask questions over a period of days. The instructor will provide periodic responses and a sort of closing comment at the end of the discussion.	
Assessment Best Practices	
50%- Essays: 3-4 (including Final Exam) on the readings. - 20%- Portfolio of short entries (2-3 pages)--weekly, on various topics, such as motifs in modern Asia. - Letter grade assigned based on the specificity and coherence of the discussion. 30%- Weekly threaded discussions: 12-14 discussions, all equal weight. - Weekly, brief remarks and advice to each student on the comments posted in the weekly discussions. A cumulative letter grade assigned at the end of the semester for all the discussions, based on the quality, timeliness, and regularity of the student's comments.	
Global Citizenship Application	
Global Citizenship Category	Global Studies
Global Citizenship Sub-Categories	Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored. Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today. Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
Citizenship Rationale	1. Course content is explored primarily through a global perspective. The course studies three Asian cultures (India, China, and Japan). 2. The course studies the continuing influence of mythological tales and characters on the literature and visual arts of these three cultures in modern times as well. The class discussions and the weekly Portfolio entries will consider the persistence of the mythological characters and motifs in contemporary Asian cultures. The third SLO recognizes this global emphasis. 3. The course content addresses three interconnected systems (cultural, ecological, and social) related to Asian mythologies.

Prerequisite / Corequisite Checklist and Worksheet

English 49

Prerequisite: English 1: Reading and Composition 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR English 49

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Paraphrase and summarize academic discourse, reflecting clear understanding of the material read
B)	Read and synthesize information from multiple sources, so that they can generate a clear and coherent thesis from their reading
C)	Write essays that use appropriate standard rhetorical modes to support the thesis and that incorporate textual evidence from multiple sources
D)	Properly and appropriately incorporate and document textual evidence in their writing according to standard conventions of style, such as MLA, APA, and Chicago formats
E)	Locate information in the library and conduct thorough research of a topic using electronic and print databases
F)	Evaluate written sources, identifying author biases revealed in point of view, tone, connotation, slanted or omitted information

EXIT SKILLS (objectives) FOR English 1

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Paraphrase and summarize academic discourse, reflecting clear understanding of the material read
2.	Read and synthesize information from multiple sources, so that they can generate a clear and coherent thesis from their reading
3.	Write essays that use appropriate standard rhetorical modes to support the thesis and that incorporate textual evidence from multiple sources
4.	Properly and appropriately incorporate and document textual evidence in their writing according to standard conventions of style, such as MLA, APA, and Chicago formats
5.	Locate information in the library and conduct thorough research of a topic using electronic and print databases
6.	Evaluate written sources, identifying author biases revealed in point of view, tone, connotation, slanted or omitted information

		ENTRANCE SKILLS FOR (English 49)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (English 1)	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7								
	8								

New SMC Course

Expanded Course Outline for GEOL 3 - Introduction to Environmental Geology

Course Cover	
Discipline	GEOL-GEOLOGY
Course Number	3
Full Course Title	Introduction to Environmental Geology
Catalog Course Description	This course is an introduction to geologic hazards and resources. The primary focus is geologic settings that produce regions with different types of geologic hazards, the specific hazards and mitigation techniques associated with those regions, and the formation and utilization of geologic resources. Topics include earthquakes, volcanoes, floods and groundwater, fossil fuels, rock and mineral resources, and problems associated with resource use.
Rationale	Environmental geology is a staple course in the majority of geology programs. This course will compliment Geography 7, Environmental Studies, which focuses on modern environmental issues like climate change and pollution with a concentration on effects on human population and ecosystems. Geology 3 focuses on the geologic processes that control the severity and frequency of geologic hazards as well as resource availability and pollution. While a small portion of the two courses overlap, Geology 3 will provide a geologic perspective on Geography 7 topics and cover many important environmental hazards that are currently not covered in Geography 7 (volcano, earthquake, floods, landslides).
Proposal Information	
Proposed Start	Year: 2015 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	

Transfers to UC (pending review)	
Transfers to CSU	
IGETC Area:	
<ul style="list-style-type: none"> • IGETC Area 5: Physical and Biological Sciences (mark all that apply) <ul style="list-style-type: none"> ○ 5A: Physical Science 	
CSU GE Area:	
(pending review)	
<ul style="list-style-type: none"> • CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply) <ul style="list-style-type: none"> ○ B1 - Physical Science 	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area I: Natural Science 	
Comparable Transfer Courses:	
<ul style="list-style-type: none"> • UC UC Los Angeles Environmental Geology of LA ESS 5 • UC UC Riverside Natural Hazards and Disasters GEO 004 • UC UC Davis Earthquakes and other Earth Hazards GEL 17 • UC UC Santa Barbara Geologic Catastrophes Earth 20 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -General Science
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate a fundamental understanding of environmental geology as a discipline and how the scientific method is applied to queries in environmental geology.	
2. Recognize and understand basic geologic cycles including plate tectonics, the rock cycle, the hydrologic cycle, and biogeochemical (carbon and nitrogen) cycle.	
3. Recognize and understand what conditions make regions susceptible to geologic hazards, including volcanoes, earthquakes, tsunamis, floods, and landslides (mass	

wasting).	
4. Locate and interpret geologic maps to identify regions prone to earthquakes, tsunami, volcanic activity, flooding, and mass movement and mitigation strategies for aforementioned hazards.	
5. Describe the natural development of groundwater resources, consequences of usage and potential for groundwater contamination.	
6. Describe the natural development of mineral and rock resources environmental impacts of utilizing mineral resources.	
7. Describe how fossil fuels form, where they are distributed on Earth and why, and the environmental impacts of fossil fuel usage.	
8. Discuss current prevention and mitigation strategies for the aforementioned geologic hazards and mitigation strategies for problems associated with resource utilization.	
9. Support sustainability by making well-informed decisions regarding their resource usage, especially as it pertains to water and energy, and goods that require water, energy, and mineral resources.	
Course Content	
8%	Introduction including fundamentals of environmental geology and the scientific method.
8%	Plate tectonics and Earth structure and introduction to rocks and minerals.
7%	Relationship between geology and ecology, including major biogeochemical cycles and feedbacks.
10%	Earthquake hazards, prediction, and mitigation.
9%	Volcanoes, hazard identification and association with volcano type, eruption prediction, and minimizing impacts of volcanic hazards.
10%	Flood hazards, mitigation, and prevention, including how human activities affect frequency and severity of flood events.
9%	Tsunami hazards, prediction, and human alteration of shorelines to minimize impact of tsunami in coastal regions.
10%	Mass wasting, mitigation, identification of landslide-prone areas, which will include how human activities and development impact the frequency and severity of landslide events.
10%	Groundwater formation, availability, potential for contamination, and environmental impact of over use of groundwater resources.
9%	Mineral resource formation, availability, and environmental impacts of usage.
10%	Energy resources, including fossil fuels and alternative energies, availability, and environmental impacts of usage.
Total: 100%	
Methods of Presentation	
Methods	Field Trips Group Work

	Lecture and Discussion
Other Methods	<p>Since geology is a visual science, lectures will consist of PowerPoint presentations, animations, and videos. Discussion of local (or hometown) examples will be encouraged throughout the course. The residents of Southern California struggle with natural disasters ranging from earthquakes to flooding, which helps facilitate class discussion.</p> <p>Group work will include in-class assignments that require students to examine maps and determine geologically hazardous regions.</p> <p>Field trips can include any number of localities. There are many examples of landslides, especially along coastal regions. There are also many examples of earthquake activity in and around Los Angeles.</p>
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Work In class, group work. • 50% - Exams/Tests 4 exams (including final exam) • 20% - Homework • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
1. Keller, K., A. <i>Introduction to Environmental Geology</i> , 5 ed. Pearson, 2012, ISBN: 0-321-72751-7.	
2. McConnell, R., L. and Abel, D., C. <i>Environmental Geology Today</i> , ed. Jones & Bartlett Learning, 2015, ISBN: 978-0-7637-6445-6.	
Assignments	
Sample Assignment 1. Earthquake Hazards in Los Angeles	
<p>Materials: Students will be provided with a seismic hazard map and geologic map for a specified quadrangle (e.g., Beverly Hills/Van Nuys quadrangle).</p> <p>Task: Students will be tasked with comparing the seismic hazard and geologic maps to determine what geologic material (e.g., rock and/or alluvium) comprises the substrate in areas that are prone to rock slides and liquefaction. They must:</p> <ol style="list-style-type: none"> 1. Identify the geologic material common in liquefaction areas 2. Identify the geologic material common in landslide areas 3. Explain whether or not the identified substrate contributes to liquefaction and rock slides. 4. Identify any other features that contribute to liquefaction and rock slides (e.g., slope, 	

water saturation, etc).

Sample Assignment 2. Impact of groundwater usage

1. Student will be assigned a region that relies on groundwater as a the primary source of drinking water (e.g., Verde Valley, AZ).

2. They will be required to research the groundwater resources in that region. Research topics will include: aquifer type (unconfined vs confined), recharge area, aquifer size, history of use, history of contamination (where applicable), any problems associated with use (e.g., subsidence), and an analysis of remaining lifetime of groundwater reserves.

3. Students will write a professional-style report on their region along with their suggestions for groundwater resource management for that region.

Student Learning Outcomes

1. Describe and recognize the geologic settings in which various geologic hazards are common and settings in which geologic resources are formed.

2. Know how to access and interpret geologic hazard maps, which will include seismic, tsunami, flood, and volcanic hazard maps.

3. Be able to discuss problems associated with geologic resource extraction and utilization.

Minimum Qualification

Minimum Qualifications: Earth Science (Masters Required)

Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes