



CURRICULUM COMMITTEE | AGENDA

Wednesday, November 1, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Edgar Gonzalez (As. Students)	Emily Lodmer	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Georgia Lorenz	Redelia Shaw
Eve Adler	Sasha King	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	William Konya	Estela Narrie	Audra Wells
Karen Funk (As. Students)	Jae Lee	Dana Nasser	Joshua Withers
Christina Gabler	Jing Liu	Judith Remmes	

Interested Parties:

William Bloom	Dione Carter	Pete Morris	Estela Ruezga
Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Julie Yarrish

Ex-Officio Members:

Jennifer Chen (As. Students) Nathaniel Donahue

AGENDA

(Information items are listed numerically; action items are listed alphabetically)

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes.....3
- V. Chair’s Report:
- VI. Information Items:
 - I. Guided Pathways Update

(Courses: Non-Substantial Changes)

- 2. ACCTG 45 / BUS 45 Individual Financial Planning
- 3. ANTHRO 10 Forensic Anthropology
- 4. CS 17 Assembly Language Programming
- 5. CS 19 Advanced Visual Basic Programming
- 6. CS 20B Data Structures With Java
- 7. CS 50 C Programming
- 8. CS 52 C++ Programming
- 9. CS 54 Object-Oriented Analysis And Design
- 10. CS 55 Java Programming
- 11. CS 56 Advanced Java Programming

(Courses: SLO Update)

- 12. ECE 4 Language and Literature for the Young Child
- 13. ECE 5 Math and Science for the Young Child
- 14. ECE 8 Creative Experiences - Art, Music, and Movement
- 15. ECE 21 Observation and Assessment
- 16. ECE 43 Administration 2: Personnel and Leadership in Early Childhood Education
(technically they added a textbook also, but this shouldn’t make a big difference right?)
- 17. ECE 48 Adult Supervision and Mentoring in Early Education

VII. Action Items:

(Courses: New)

- a. SPAN 25 Spanish for the Professions6

(Courses: Global Citizenship)

- b. SPAN 25 Spanish for the Professions (Skills Advisory: SPAN 4)6

(Courses: Distance Ed)

- c. SPAN 11 Spanish for Heritage Speakers I (hybrid only)13

(Programs: Revisions)

- d. Changes to degrees and certificates as a result of courses considered on this agenda
- Addition of SPAN 25 as an option in required language courses to Latin American Studies Department Certificate

VIII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- e. BUS 72 Organizational Management and Leadership (removal of BUS 62 skills advisory)
- f. Course update and change in instructional hours, no change in units, for the following courses: CIS 36F, CIS 36G, and CIS 36I
- g. SPAN 11 Spanish for Heritage Speakers I (course update, title change, and addition of IGETC area 3B)

IX. Adjournment

Please advise Jennifer Merlic (x. 4616), Brenda Antrim (x. 3538) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, October 18, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Brenda Antrim, <i>Chair</i>	Maral Hyeler	Georgia Lorenz	Audra Wells
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Emin Menachekanian	Joshua Withers
Guido Davis Del Piccolo	William Konya	Estela Narrie	
Karen Funk (As. Students)	Jae Lee	Dana Nasser	
Christina Gabler	Jing Liu	Elaine Roque	
Edgar Gonzalez (As. Students)	Emily Lodmer	Redelia Shaw	

Members Absent:

Eve Adler	Judith Remmes	David Shirinyan
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Others Present:

Lourdes Arevalo	Jihyeon Cha	Caleb Mitchell	Toni Trives
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MINUTES

(Information items are listed numerically; action items are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:04pm and agenda approved:

Motion made by: William Konya

Seconded by: Sasha King

The motion passed unanimously.

II. Public Comments:

None.

III. Announcements:

Jae Lee announced the Synapse performance coming up at the Broad Stage.

IV. Approval of Minutes:

The minutes of October 4, 2017 were unanimously approved.

Motion made by: Joshua Withers

Seconded by: Dana Nasser

The motion passed unanimously.

V. Chair's report:

- All courses and changes from the Curriculum meeting of 10/4/17 were approved by the Academic Senate and sent on to the Board.
- Upcoming ASCCC Plenary resolutions concerning curriculum were highlighted. Representatives were encouraged to bring them back to their areas and send any feedback to Senate President to inform his discussion and voting at the Plenary meeting.

VI. Information Items:

I. Guided Pathways Update – Guido provided an update on the larger issue of Guided Pathways and on the work of the Guided Pathways Taskforce. The Chancellor's Office will be allocating \$150 million to be spent over 5 years for implementation of a Guided Pathways Framework. These funds will be distributed across the 114 colleges, albeit not equally. The exact allocation to each college is still undetermined. Several members of the Taskforce will be attending the first of 3 AACC Pathways 2.0 Institutes in November. The Taskforce has been focused on better understanding all of the elements of a Guided Pathways Framework.

Mention was made of AB 705 which requires colleges to maximize students' opportunities to success in transfer level English and math within their first year of college. Guido then solicited feedback from the Committee regarding concerns of Guided Pathways. Several members expressed concerns they have heard including "a lack of freedom for students to take whatever course they want", "a limit on student's options", "when a student can't stay on the path, will they fall through all the cracks". Guido encouraged Committee member to advertise to their areas the ability of anyone to make a concern known via the pathways website: www.smc.edu/pathways

(Courses: Non-Substantial Changes)

2. ART 52B Ceramics II
3. CIS 35 QuickBooks
4. COUNS 12H Career Planning
5. COUNS 26 Technology Literacy For Academic Success
6. CS 18 Advanced Assembly Language Programming
7. CS 25 Embedded Systems
8. CS 30 MATLAB Programming
9. CS 32 Database Programming In Visual BasicNet
10. CS 42 Computer Architecture
11. CS 73 Computer Security Concepts
12. CS 74B Security In J2ee Applications
13. CS 83R Server-Side Ruby Web Programming
14. OFTECH 21 Medical Terms And Transcription I
15. OFTECH 22 Medical Terms And Transcription 2
16. OFTECH 28 Electronic Health Records

VII. Action Items:

(Courses: New)

- a. KOREAN 8 Conversational Korean (Prerequisite: KOREAN 2) – Jihyeon Cha and Toni Trives
 (Approved with minor edits)
Motion made by: Emily Lodmer **Seconded by:** Maral Hyeler
 The motion passed unanimously.
 Prerequisite: KOREAN 2
Motion made by: Guido Davis Del Piccolo **Seconded by:** Estela Narrie
 The motion passed unanimously.
- b. KOREAN 25 Korean for the Professions – Jihyeon Cha and Toni Trives
 (Approved with minor edits)
Motion made by: Emily Lodmer **Seconded by:** Maral Hyeler
 The motion passed unanimously.
 Skills Advisory: KOREAN 4
Motion made by: Guido Davis Del Piccolo **Seconded by:** Estela Narrie
 The motion passed unanimously.

(Courses: Distance Ed)

- c. SPAN 2 Elementary Spanish II (hybrid only) – Lourdes Arevalo and Toni Trives
 (Approved with minor edits)
Motion made by: Elaine Roque **Seconded by:** Dana Nasser
 The motion passed unanimously.
- d. SPAN 20 Latin American Civilization (hybrid only) – Lourdes Arevalo and Toni Trives
Motion made by: Elaine Roque **Seconded by:** Dana Nasser
 The motion passed unanimously.

(Programs: Revisions)

- e. Addition of the following electives to Public Policy Associate in Arts (AA) / Certificate of Achievement: LING 1 in Education Track; HEALTH 70, PSYCH 8, and PSYCH 13 in Health Track; ADJUS 1, POL SC 24, and PSYCH 8 in Urban/Socioeconomic Track

Motion made by: Christina Gabler **Seconded by:** Georgia Lorenz
The motion passed unanimously.

- f. Changes to degrees and certificates as a result of courses considered on this agenda

- Addition of KOREAN 8 and KOREAN 25 to Asian Studies Department Certificate

Motion made by: Joshua Withers **Seconded by:** William Konya
The motion passed unanimously.

VIII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- g. Course update and change in instructional hours, no change in units, for the following courses: COUNS 13H, COUNS 25H, and COUNS 41H

Motion made by: Judith Remmes **Seconded by:** Georgia Lorenz
The motion passed unanimously.

IX. New Business

- h. Corequisite Checklist and Worksheet

Motion made by: Redelia Shaw **Seconded by:** Emily Lodmer
The motion passed unanimously.

- i. Global Citizenship Form (including new Genders and Sexualities category)

Motion made by: Estela Narrie **Seconded by:** William Konya
The motion passed unanimously.

X. Adjournment

The meeting adjourned at 4:20pm.

Santa Monica College
Course: NEW or Reinstatement
Expanded Course Outline for SPAN 25 - Spanish for the Professions

Course Cover	
Discipline	SPAN-SPANISH
Course Number	25
Full Course Title	Spanish for the Professions
Catalog Course Description	This course prepares students who have completed the intermediate level of Spanish to enter the workforce in either a Spanish monolingual or a bilingual environment. The course introduces to students to both cultural and linguistic expectations within the office environment and in addressing clients and partners. Students practice appropriate preparation of documents, early contact communications and interview skills in Spanish; create presentations on industry topics; work in groups to present and discuss business and outreach strategies, including effective outreach to communities and audiences, branding and product marketing. Financial and budgetary matters, human resource topics and expectations, and industry environments are also covered. The course is taught in Spanish. During this course, students will have the opportunity to participate in optional experiential learning in the non-profit sector as an introduction to office culture.
Rationale	US Census data from indicates that Latinos now comprise 17% of the US population and by 2060 will comprise nearly 29%. (Source: US Census Bureau, 2014 Population Estimates.) Latinos are now the largest ethnic minority in the country, some 55 million in 2014. This population demands and consumes services and products at an increasing rate, drawing on communications in both languages for information, entertainment, business needs, health and governmental services. The Modern Languages and Cultures department is interested in developing certificate sequences that would prepare both English speakers and heritage Spanish speakers to enter a four-year program and/or to enter a variety of professional fields requiring Spanish skills. To prepare students for these degree, transfer, and professional opportunities, this course will give students early access to linguistic and cultural information required to carry out work in either a bilingual or monolingual Spanish setting and to lay the foundation for work in the global marketplace. The proposed course provides a foundation for cultural and linguistic engagement with colleagues and clients, information critical to success in Spanish-language or bilingual Spanish/English environments.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	No
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: 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 CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
<ul style="list-style-type: none"> • GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> ○ Area V: Global Citizenship 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Department Certificate -Latin American Studies
Pre/Corequisites & Advisories	
Skills Advisory SPAN 4	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Communicate effectively and appropriately in Spanish in a professional setting from the first contact through to participation in the office/work environment.	
2. Demonstrate understanding by responding appropriately to requests from colleagues for information.	
3. Communicate with supervisors and human resources representatives on topics related to employment and assignments.	
4. Analyze on-hand or online resources to gather information in Spanish on business/industry-related topics. Sources can be found through globally accessible periodicals and books through the SMC Library and through the LA Public Library as well as other public resources.	
5. Interact with colleagues using linguistic and cultural competency to accomplish assigned goals.	
6. Work collaboratively with colleagues on projects using language that reflects an	

understanding of and participation in the cultural context of the workplace.	
7. Acquire information through sources in Spanish and interviews with Spanish speakers.	
8. Prepare reports and make presentations in Spanish to colleagues and supervisors.	
9. Research client base and create advertising and press releases in Spanish for products, services and/or events.	
Course Content	
10%	An overview of the language advantage: The global economy: business and industry, governmental and NGO opportunities in the context of the Hispanic world.
10%	The office: Written and oral communication with supervisors and human resources personnel; communicating with colleagues and team members (cultural norms, vocabulary, framing questions to colleagues; conversational segues, articulating suggestions and points within the organization/team.
15%	Research and analysis using sources in Spanish, use of online and on-hand resources through the SMC Library, the Los Angeles Public Library and other public sources; the development of multimedia presentations in support of organizational objectives.
10%	Communicating with clients: The Latino client and consumer. Latino and Latin American needs and expectations.
15%	Marketing and advertising: communicating values. Outreach in industry, nonprofit, and service environments.
10%	Overview of finance and banking: basic vocabulary for budgeting, financial instruments, transactions, and the currency topics in the global market.
10%	Overview of real property and contractual relationships: vocabulary and norms. Issues involved in leasing, buying, developing, maintaining and selling real property.
10%	Overview of sales in the US and abroad: merchandise, import/export agency, tariffs. Issues involved in intellectual property assignment.
10%	Civic engagement in the global economy: Latin American resources and markets. The role of governments, their allies and opposition.
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation Oral participation in discussion of topics. • 20% - Final Project Creation of a mass media marketing campaign for the Latino market in Los Angeles. • 20% - Group Projects Group research project and multimedia presentation on an industry resource or product topic.

	<ul style="list-style-type: none"> • 10% - Homework Homework as assigned through handouts, and online exercises on course textbook website. • 20% - Papers Final paper will detail the methods applied in creating a marketing campaign by applying research methods, information learned in class and online regarding the marketplace and use of correct terminology and diction in the description of the process. The writing assignments, the presentation and the final paper will comprise a portfolio for the student as he searches for employment or entry into an advanced course of study in business or communications. • 20% - Written assignments Written and evaluated assignments will include cover letter, résumé, research on industry/commercial topics. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Doyle, Michael Scott; T. Bruce Fryer. <i>Éxito Comercial: Prácticas administrativas y contextos culturales</i> , 6th Edition ed. Boston: MA: Cengage Learning, 2015, ISBN: 13:978-1-285-46279-0.	
Other	
1. Premium Website for online practice and document development included with textbook purchase.	
Assignments	
Sample Assignment	
1. Research potential entry-level position and prepare requested application documents.	
2. Research the availability of contemporary periodicals in Spanish in this city and create a presentation on the factors affecting the availability and sale of mainstream Spanish-language mass market material in Los Angeles for the monolingual and bilingual market.	
3. Create print, broadcast, and digital format advertisements for a new product/service from Latin America being introduced into the Los Angeles market.	
Student Learning Outcomes	
1. Students will be able to apply for a position in Spanish, by writing cover letters and creating resumes in Spanish, and to interview regarding their experience and qualifications for a position.	
2. Students will be able to communicate effectively and appropriately with colleagues and clients on business-related topics, working in teams and/or performing customer information/service functions within an organization.	
3. Students will be familiar with research and reference materials in Spanish and be able to create documents and presentations on industry/issue topics.	

4. Students will be able to create mass-media communications such as flyers or public service announcements regarding events or topics.	
Minimum Qualification	
Minimum Qualifications:	Foreign Languages (Masters Required) - Master's degree in the language being taught or in ancillary field with knowledge of the subject matter.
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Library has access to to adequate materials to support course.	
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	This course analyzes and contrasts economic structures in various Latin American countries as contrasts them with the United States. Course material addresses contemporary commerce in the Hispanic world as well as the origins of some practices/contexts. Cultural, economic, political, social and technological systems all come into play in the global business environment.
Attached Files	
Spanish 25 Advisory Worksheet	

ADVISORY Checklist and Worksheet

Spanish 25

Proposed Advisory: Spanish 4

SECTION 1 - CONTENT REVIEW:

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the 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 advisory is based on tests, the type and number of examinations, and grading criteria.		X	
4. Selection of this 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 recommended for success before enrollment have been specified in writing (see below).		X	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		X	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		X	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		X	

Advisory Worksheet

ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: **Spanish 25**

(It is recommended that the student to be able to do or understand the following BEFORE entering the course)

A)	Have a firm grasp of the grammar, including the simple and compound tenses, in the past and present (these include the future of the present and the future of the past as well as hypothetical situations.)
B)	Be familiar with the forms and the norms of formal speech.
C)	Understand the uses of the indicative and subjunctive moods.
D)	Be able to write various types of narratives: essays and creative narratives.
E)	Be able to defend viewpoints and ideas in conversations in Spanish.
F)	Be familiar with Latin American and Spanish cultures.

EXIT SKILLS (objectives) FROM: Spanish 4

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

1.	Communicate effectively and appropriately in Spanish in a professional setting from the first contact through to participation in the office/work environment.
2.	Understand and respond appropriately to requests for information from colleagues and clients.
3.	Research using online and on-hand sources in Spanish for causes, products, services or events.
4.	Interact with colleagues with linguistic and cultural competency to accomplish assigned goals.
5.	Work collaboratively with colleagues on projects using language that reflects understanding and participation of the cultural context of the workplace. Prepare reports and make presentations in Spanish to colleagues and supervisors.
6.	Apply knowledge of Hispanic culture to create effective and culturally sensitive communications.
7.	Acquire information through sources and interviews with Spanish speakers.

		ENTRANCE SKILLS FOR: Spanish 25							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: Spanish 4	1	X	X	X	X	X	X		
	2	X	X	X	X	X	X		
	3	X	X	X			X		
	4	X	X	X	X	X	X		
	5	X	X	X	X	X	X		
	6	X	X	X	X	X	X		
	7	X	X	X			X		
	8								

Santa Monica College

Course: DE for non-DE course

Expanded Course Outline for SPAN 11 - Spanish for Heritage Speakers I

Course Cover	
Discipline	SPAN-SPANISH
Course Number	11
Full Course Title	Spanish for Heritage Speakers I
Catalog Course Description	This course is designed for students who speak Spanish at home and who need to improve their vocabulary and knowledge of the grammar as well as their spelling, writing skills, and reading comprehension. Formal aspects of the language will be stressed including: spelling, punctuation, and accentuation. In addition, there is a focus on formal writing and the writing process. Reading, reading strategies and comprehension as well as basic literary analysis are stressed. This course is taught in Spanish except in cases of linguistic difficulty as determined by the professor. Language lab is required.
Rationale	To offer in a hybrid format
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 1.00 (Sem: 18)
Total Semester Instructional Hours	108.00
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 Transfers to CSU	
IGETC Area:	
(pending review)	
<ul style="list-style-type: none"> • IGETC Area 3: Arts and Humanities <ul style="list-style-type: none"> ○ 3B: Humanities 	

<ul style="list-style-type: none"> • IGETC Area 6: Language other than English <ul style="list-style-type: none"> ◦ 6A: Languages other than English (UC Requirement Only) 	
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 	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark.	
2. Use the rules of syllabification, written accents, spelling, punctuation, and capitalization with relative correctness.	
3. Demonstrate the use of an enriched vocabulary in written and spoken Spanish.	
4. Read, understand, paraphrase, and discuss a variety of prose and poetry including fiction, newspaper articles, music and lyrics.	
5. Converse with relative correctness in a semi-formal setting.	
6. Outline the development of the Spanish language in the Iberian Peninsula by identifying the contributions of various groups inhabiting the area at different times in history.	
7. Recognize and point out the historic and cultural contributions of the indigenous people in Mexico.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. A. Students will comprehend listening passages and answer questions about the material. B. Students will distinguish and recognize the difference between formal and informal speech in dialogs, etc. C. Pronounce and enunciate better the words that give them difficulty in Spanish. D. Compare and contrast a variety of Spanish-speaking countries and their cultural differences.	
Course Content	
5%	The Iberian Peninsula pre-1492 and the development of the Spanish language and culture through the various tribes, races and ethnic groups that occupied the Peninsula at different times in history.
10%	The cultural and historical contributions of the indigenous people of Latin America
15%	Reading strategies and basic literary analysis
20%	Classroom and small group discussions/ presentations
15%	Formal writing process

10%	Development of vocabulary and idiomatic expressions
25%	<p>Presentation, practice and review of the following grammatical concepts:</p> <ul style="list-style-type: none"> a. Parts of speech in grammatical terms b. Division of syllables and accent rules c. Use of diacritical accents d. Orthography e. The present tense and uses f. The preterit and imperfect tenses and uses g. The use of direct, indirect and reflexive pronouns h. The verb <u>haber</u> in the impersonal form and as a helping verb
Total: 100%	
Arranged Hours Instructional Activities	
Other Methods	<ol style="list-style-type: none"> 1. Listening comprehension activities plus follow-up activities that may include short-answer questions, written summaries, making predictions based on the activity, etc. 2. Activities for pronunciation, accents, spelling via instructor created material and the Heritage Speakers Manual Kit online program. 3. Access to cultural products and practices through TedEd Talks in Spanish and other Internet video options (YouTube) with follow-up activities.
Methods of Presentation	
Other Methods	<p>Students write compositions based on cultural topics and do grammatical exercises from a specialized workbook. Reading assignments are discussed and serve as a focal point for improving vocabulary. Some compositions based on Internet research will be assigned.</p> <p>Spelling, accents, and other writing problems typical of native speakers with no formal training in writing Spanish will be addressed. Materials include a textbook designed for native speakers and selected readings in Hispanic Civilization and contemporary themes.</p> <p>In-class sessions consist of time dedicated to lectures, assessments,</p>

	oral presentations given by the students, and to the writing process. In addition, students engage in group and paired work in which they discuss previously assigned material such as readings, films, etc.
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 5% - Class Participation • 20% - Exams/Tests Midterm Exams • 20% - Final exam • 10% - Homework • 10% - Lab Reports Language lab and assignments • 10% - Oral Presentation • 15% - Other Compositions • 10% - Quizzes • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Franés, María Elena, Benítez, Rubén. <i>Manual de Gramática Y Ortografía para Hispanos</i> , 2nd ed. New York: Pearson: Prentice Hall, 2012, ISBN: 9780205696529.	
Other	
1. Supplementary material provided by the instructor	
Assignments	
Sample Assignment	
<p>Sample assignment # 1: Textbook: Chapter 1 After reading the short narrative “El cagüeiro”, p. 17, students will apply their knowledge of the content learned in the chapter to do exercises 1.12.a, 1.12.b, 1.12.c on page 18 as well as demonstrate their understanding of the story by answering the questions under “Comprensión de la lectura” on page 19.</p> <p>Sample assignment # 2: Composition During the semester there is an emphasis on the writing process, including how to outline, write an introduction and to develop a 3 or 4 paragraph paper. Students use the following links for reference as well as the information presented in class: MLA Format: https://owl.english.purdue.edu/owl/resource/747/13/ http://grammar.ccc.commnet.edu/grammar/ Assignment: Students will choose one topic discussed in class and approved by the instructor.</p> <ol style="list-style-type: none"> 1. Students will choose a topic that has a pro and con side. 2. Develop an outline including the thesis statement and the points that they will 	

develop either on the pro or the con side of the issue. In the outline they must include the supporting details to defend their point of view.

3. In small groups, in class, students will share and comment on each other's outlines.
4. Students will then write an introduction that includes the thesis statement.
5. Again in small groups, they will share and comment on the introductions to be sure they include a thesis statement and a point of view.
6. After students have shared and revised both the outline and the introduction, they will then write the rough draft of their compositions. At this point they turn in the outline, the introduction and the rough draft to the professor for comments and feedback.
7. Once the rough drafts have been returned, students are to then write the final copy of their composition.

Student Learning Outcomes

1. Students demonstrate an understanding of formal and informal register and will therefore converse with relative correctness in a semi-formal setting. As assessed by: In-class presentations
2. Students will use the rules of syllabification, written accents, spelling, punctuation, and capitalization with relative correctness. As assessed by: Completion of homework, quizzes and exams
3. Students will read, paraphrase and interpret a variety of Hispanic literary, artistic and creative works. As assessed by: Participation in class discussions and through formal and informal writing assignments
4. Students will compose an effective essay including an introductory paragraph, the body, and a concluding paragraph using correct grammar and spelling, including correct use of the accent mark. As assessed by: The composition assigned for the final exam

Minimum Qualification

Minimum Qualifications:	No Minimum Qualifications For this Course
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Library

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

Distance Ed

Distance Education Application

Delivery Methods	Online/Classroom Hybrid
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment)

	<p>and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
<p>Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions</p>	
<p>Student-Instructor Interaction</p>	<p>The Instructor-Student interaction will happen in the classroom-during the weekly (2.5 hours per session) face-to-face sessions-and online through Canvas. The online interaction will consist of email communications, class announcements to convey important course information such as deadlines, additional learning resources, etc.</p> <p>There will be weekly discussion forums where the instructor will give individual feedback to students work. In addition to the in class faced-to-face meetings with students, the instructor will hold weekly virtual office hours in order to be more accessible and to promote effective synchronous interaction.</p>
<p>Student-Student Interaction</p>	<p>The face-to-face Student-Student interaction occurs mainly during each week on ground session (2.5 hours each time).Students work in pairs and in groups to discuss class readings, and analyze authentic texts written in different styles. In addition, they engage in communicative activities to further develop their verbal skills.</p> <p>Students will also engage in weekly threaded discussions focusing on the academic register and specific grammar structures. Students will be asked to respond to their classmates' original posts.</p>
<p>Student-Content Interaction</p>	<p>The students will have daily interaction with the course content through the assigned course materials, and assignments. Students will need to have completed a variety of activities (grammar practice, reading comprehension, pronunciation, orthography, etc.) from the LMS, Heritage Speakers Activities Manual, prior to each weekly on ground session. This is crucial to maximize students' performance and interaction with other students. In addition, students will engage in activities using material provided by the instructor.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Videos	Every week students will watch authentic videos of talks, interviews, etc., in which they will be exposed to different Spanish dialects and registers. While watching they will have to complete a worksheet composed of a variety of activities focusing on critical thinking skills.	
Peer Feedback	Students will work with their classmates to learn how to give feedback in a constructive manner, by using the academic register. They will revise each other's short compositions.	
Threaded Discussions	Every week, two students pick a news article related to the Hispanic world from the Spanish media, and then post it as a discussion in Canvas. They write a short summary and provide a brief explanation justifying their choice. Also, they identify unknown vocabulary words and their definition and include it in their post. The remaining students comment on the article, and also provide a list of unfamiliar terms.	

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.)

Classroom time will be dedicated to the study of grammar structures in context, and cultural themes by reading and analyzing short authentic texts. Students will engage in discussions about these texts guided by questions that require critical thinking. The course material will be delivered through multimodal instruction to address our students different styles of learning.

The online component of the course allows students to review, practice and learn the course material at their own pace. In addition, they will expand their knowledge of class themes by comparing and conducting research when completing the various types of assignments.

The required material for Spanish 11 is an online activity manual that includes practice exercises for all the communicative skills relevant the heritage speakers of Spanish. For this class students will need to have access to a reliable computer and Internet connection, as they will be expected to be knowledgeable of Canvas, SansSpace (Lab Access), MySpanishKit website.

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.)

The instructor must be knowledgeable of the features offered by Canvas. -ConferNow

CCC to give lessons when necessary -Chat to communicate with students -Create weekly modules and pages to organize course content -Create announcements and discussion forums -Gradebook -Create assignments requiring online submissions. -Add and use VoiceThread for pronunciation activities, and offer support to students in case of technical difficulties. Know SansSpace and be the contact person in case students experience technical difficulties.
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.)
Language Lab Orientation for both online and on-campus. This must be done the first week of the semester. Tutorials and instructions on how to access and navigate SansSpace, the off-campus lab, so they can do lab assignments remotely and still track the time spent. On campus Spanish tutoring offered by the Modern Language Lab and available almost every day of the week. Online Spanish tutoring via Smarthinking Online Tutoring offered by the college when available.
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.
If a disabled student has an issue with Canvas the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist should be contacted to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk Canvas Help for Students Disabilities Resource Department Contact information and a copy of the Center for Students with Disabilities Handbook. All the videos shown in class and hosted on Canvas or SansSpace and all other instructional multimedia will be captioned.
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.).
Objective: Students will comprehend listening passages and answer questions about the material. B. Students will distinguish and recognize the difference between formal and informal speech in dialogues, etc
Sample Activity: Read the instructions on Canvas (Module/Semana 3) under Lab Assignment. Watch the TedEd video titled El poder de las palabras. While you watch, complete the worksheet and submit it on Canvas using Google Docs, PDF or a Word document. (Please see attached worksheet)
Assessment Best Practices
15%- Quizzes - Short quizzes will be given weekly during the on ground session. 20%- Compositions - Two compositions will be written in class, then revised and submitted on Canvas. The instructor will use the SpeedGrader and editing tool to annotate, and give detailed feedback to student work.
Attached Files
Online Strategies:Sample Assignment