



Curriculum Committee Agenda

Wednesday, September 5, 2018, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Guido Davis Del Piccolo	Jae Lee	Toni Trives
Jennifer Merlic, <i>Vice Chair</i>	Christina Gabler	Jing Liu	Audra Wells
Eve Adler	Gary Huff	Estela Narrie	Joshua Withers (spring)
Wynn Armstrong (fall)	Maral Hyeler	Dana Nasser	Irena Zugic
Garen Baghdasarian	Sasha King	Lee Pritchard	A.S. Representative
Sheila Cordova	William Konya	Lydia Strong	A.S. Representative

Interested Parties:

Clare Battista	Dione Carter	Stacy Neal	Scott Silverman
William Bloom	Susan Caggiano	Patricia Ramos	Esau Tovar
Maria Bonin	Vicki Drake	Isabel Rodriguez (A.S. President)	Tammara Whitaker
Patricia Burson	Kiersten Elliott	Estela Ruezga	

Ex-Officio Members:

Nathaniel Donahue

(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

Information Items

- 1. Representative Training
- 2. Redesigning the Student Experience: A Guided Pathways Framework

(Courses: Non-Substantial Changes)

- 3. CIS 59A Dreamweaver I
- 4. DANCE 41 Contemporary Modern Dance I (SLO Update)
- 5. DANCE 42 Contemporary Modern Dance 2
- 6. DANCE 43 Contemporary Modern Dance 3
- 7. DANCE 44 Contemporary Modern Dance 4
- 8. DANCE 46 Contemporary Modern Dance 6
- 9. DANCE 45 Contemporary Modern Dance 5 (SLO Update)
- 10. MATH 7 Calculus 1

VI. Action Items

(Courses: New)

- a. BUS 68 Design Thinking for the Entrepreneur..... 8

b. ENGL 62 Crime Fiction in a Global Context (Prerequisite: ENGL 1)..... 15

(Courses: Distance Ed)

c. BUS 68 Design Thinking for the Entrepreneur 11

d. ENGL 62 Crime Fiction in a Global Context 18

(Courses: Global Citizenship)

e. ENGL 62 Crime Fiction in a Global Context 23

(Programs: Revisions)

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

- Add BUS 68 to Business/General Business AS Degree, Entrepreneurship Certificate of Achievement, and Business Entrepreneurship Certificate of Achievement, and Marketing Certificate of Achievement
- Add ENGL 62 to Liberal Arts: Arts and Humanities AA degree

VII. New Business

VIII. Old Business

IX. Adjournment

*Please notify Jennifer Merlic (x4616), Brenda Antrim (x3538),
or Rachel Demski (x4649) if you are unable to attend this meeting.*



Curriculum Committee Agenda

Wednesday, May 30, 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Brenda Antrim, <i>Chair</i>	Sasha King	Emily Lodmer	Dana Nasser
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Georgia Lorenz	Lee Pritchard
Eve Adler	Jae Lee	Emin Menachekanian	Redelia Shaw
Guido Davis Del Piccolo	Jing Liu	Estela Narrie	Audra Wells
Christina Gabler			

Members Absent:

Maral Hyeler	David Shirinyan	Associated Students Rep
Elaine Roque	Joshua Withers	Associated Students Rep

Others Present:

Fariba Bolendemat	Jon Huls	Howard Stahl	Sal Veas
Victoria Charles	Thomas Paccioretti	Odemaris Valdivia	Yamissette Westerband

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

I. Call to Order and Approval of Agenda

The meeting was called to order at 3:03 pm. A motion was made to move items VI. Information Items 7.-21 (Programs: Non-Substantial Changes) to VII. Action Items (Programs: Revisions) for a vote. Addition of Global Citizenship components to WGS 10, 20, 30, and 40 was also added due to not appearing in CurricUNET until after the agenda was posted.

Motion made by: Davis Del Piccolo; **Seconded by:** Liu

The motion was passed unanimously

Motion made to approve the agenda with above revisions

Motion made by: Lorenz; **Seconded by:** Narrie

The motion was passed unanimously

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the 5/16/18 meeting with no revisions or changes

Motion made by: Lodmer; **Seconded by:** Shaw

Y: 13

N: 0

A: 3 (Lee, Lorenz, Pritchard)

V. Chair's Report

- Update on Curriculum Regional meeting is tabled until Fall to include upcoming expected changes from July Curriculum Institute
- Senate did not reach quorum so all curriculum approved at May 16th and May 30th meetings will be presented for a vote at the June 5th meeting then from there to the Board
- Thank you for your service to the members whose terms are expiring in 2018 or who are leaving us for other positions:
 - Redelia Shaw
 - Emily Lodmer
 - Elaine Roque
 - Emin Menachekanian
 - Guido Davis Del Piccolo (1 year appointed term)
 - Georgia Lorenz
 - Irena Zugic
- Below is the decision for IGETC:
 - MATH 21—approved Area 2A
 - MATH 4—approved 2A
 - SPAN 11—approved 6A; denied 3B
 - ADJUS 1—approved Area 4
 - ADJUS 2—denied Area 4
 - HIST 27—approved Area 4; denied 3B
 - PSYCH 8—approved Area 4
- CSUGE
 - MATH 21—approved Area B4
 - MATH 4—approved B4
 - MATH 3—approved B4
 - SPAN 11—approved 6A; denied 3B
 - ADJUS 1—approved Area D
 - ADJUS 2—denied Area D
 - HIST 27—approved Area D; denied C2
 - PSYCH 8—approved Area D
 - ECE 46—denied Area D
 - KIN PE 12 and 34D—approved Area E
 - VAR PE 59 W, 11A and 11B---approved Area E
 - PRO COR 80—denied D and E
 - COM ST 20—denied Area D
 - ACCTG/BUS 45—review not started

VI. Information Items

- I. Guided Pathways Update
None

(Courses: Non-Substantial Changes)

2. CIS 1 Introduction to Computer Information Systems
3. CIS 34 Advanced Excel With Visual Basic For Applications
4. CIS 50 Internet, HTML, and Web Design
5. CIS 51 HTML5, CSS3, and Accessibility
6. PHOTO 29 Video Production For Still Photographers

VII. Action Items

(Courses: New)

- a. BUS 69 ~~Gig Economy~~ Success in the Gig Economy
Motion to approve BUS 69 with change to course title to “Success in the Gig Economy” and minor revisions throughout
Motion made by: Shaw; **Seconded by:** Lodmer

The motion was passed unanimously

- b. FILM 34 Advanced Digital Filmmaking (prerequisite FILM 32; corequisite: FILM 34L)
- c. FILM 34L Advanced Digital Filmmaking Lab (corequisite: FILM 34)

Motion to approve FILM 34 and 34L as well as pre/corequisites as a block with no revisions

Motion made by: Shaw; **Seconded by:** King

The motion was passed unanimously

(Lodmer was not present for vote)

- d. SST NC 901 Fundamentals of Sustainability
- e. SST NC 902 Sustainability Outreach
- f. SST NC 904 Sustainability Assessment
- g. SST NC 905 Organics Recycling
- h. SST NC 906 Introduction to Clean Technologies
- i. SST NC 908 Impacts of Policy on Sustainability
- j. SST NC 909 Sustainable Food Systems

Motion to approve SST 901, 902, 904, 905, 906, 908, 909 with changes to methods of evaluation (to match those in SST NC 905), textbooks (to be changed on all courses to “All course materials will be provided by the instructor”), sample assignments, and minimum qualifications (to be changed to Environmental Technologies standard of a Bachelor’s degree with 2 years of relevant experience

Motion made by: Shaw; **Seconded by:** Konya

The motion was passed unanimously

(Lodmer was not present for vote)

- k. WGS 40 Introduction to LGBTQ Studies

Motion to approve WGS 40 with addition of IGETC Area 4, CSU GE Area D, and SMC GE Social Sciences Group B and Global Citizenship; and minor revisions throughout

Motion made by: Lorenz; **Seconded by:** Gabler

The motion was passed unanimously

(Lodmer was not present for vote)

(Courses: Substantial Changes)

- l. CS 66 Advanced Oracle (credit/degree applicable, skills advisory addition: CS 3)
- m. CS 68 Oracle Database Administrator (credit/degree applicable; hours change: instructional 108 to 54, outside-of-class 216 to 108; weekly lecture 6 to 3; no change in units)

Motion to approve CS 66 and CS 68 as a block and as having been data corrections in Curricunet rather than significant new changes to the courses

Motion made by: Nasser; **Seconded by:** Narrie

The motion was passed unanimously

- n. FILM 32 Intermediate Digital Filmmaking (course title change, hours change: instructional 72 to 54, outside-of-class 144 to 108, weekly lecture 4 to 3, no change in units)
- o. FILM 32L Intermediate Digital Filmmaking Lab (course title change, hours change: instructional 54 to 72, arranged 2 to 3, no change in units)
- p. FILM 33 Making The Short Film (course title change, hours change: instructional 72 to 54, outside of class 144 to 108, and weekly lecture 4 to 3; no change in units)
- q. FILM 33L Making the Short Film Lab (course title change)

Motion to approve FILM 32, 32L, 33, and 33L as a block with no additional changes

Motion made by: Nasser; **Seconded by:** Shaw

The motion was passed unanimously

(Lodmer was not present for vote)

- r. POL SC 95 Experiential Learning (hours change: instructional 36 to 18, arranged 2 to 1; units 2 to 1)
- Motion to approve POL SC 95 with no additional changes

Motion made by: Konya; **Seconded by:** Wells

The motion was passed unanimously
(Lodmer was not present for vote)

- s. WGS 10 Introduction to Women's, Gender and Sexuality Studies (discipline/course title change)
- t. WGS 20 Gender, Feminisms, and Social Movements: A Global Approach (discipline/course title change)
- u. WGS 30 Women, Gender and Sexuality in Popular Culture (discipline/course title change)
- v. WGS 80 Women's, Gender, and Sexuality Studies Leadership Practicum (discipline/course title change, removal of skills advisory of eligibility for English I)

Motion to approve WGS 10, 20, 30, and 80 as a block with no additional changes

Motion made by: Narrie; **Seconded by:** Lorenz

The motion was passed unanimously
(Lodmer was not present for vote)

Motion to approve removal of skills advisory of eligibility for English I from WGS 80

Motion made by: Lorenz; **Seconded by:** Lee

The motion was passed unanimously
(Lodmer was not present for vote)

(Courses: Distance Ed)

- w. ACCTG 22 Advanced Bookkeeping

Motion to approve ACCTG 22 Distance Ed course with no changes

Motion made by: Wells; **Seconded by:** Nasser

The motion was passed unanimously

- x. ~~BUS 69 Gig Economy~~ Success in the Gig Economy

Motion to approve BUS 69 Distance Ed course with minor revisions

Motion made by: King; **Seconded by:** Adler

The motion was passed unanimously

(Courses: Global Citizenship)

- y. WGS 10 Introduction to Women's, Gender and Sexuality Studies
- z. WGS 20 Gender, Feminisms, and Social Movements: A Global Approach
- aa. WGS 30 Women, Gender and Sexuality in Popular Culture
- bb. WGS 40 Introduction to LGBTQ Studies

Motion to approve addition of Global Citizenship to WGS 10, 20, 30, and 40 as a block with no revisions

Motion made by: Lorenz; **Seconded by:** Gabler

The motion was passed unanimously
(Lodmer was not present for vote)

(Programs: New)

- cc. Social Justice Studies: Women, Gender, and Sexuality Associate in Arts for Transfer (AA-T)

Motion to approve Social Justice Studies with possible revision of title to "Social Justice Studies: Gender Studies" due to naming restrictions of the CCCCCO

Motion made by: Narrie; **Seconded by:** Wells

The motion was passed unanimously
(Lodmer was not present for vote)

- dd. Small Business Tax Practice Department Certificate

Motion to approve Small Business Tax Practice Department Certificate with no revisions

Motion made by: Lorenz; **Seconded by:** Wells

The motion was passed unanimously

(Programs: Revisions)

- ee. Registered Nursing

Motion to table Registered Nursing program revisions until Fall 2018 curriculum committee meeting

Motion made by: Adler; **Seconded by:** Nasser

The motion was passed unanimously

(Lodmer was not present for vote)

ff. Women's, Gender, and Sexuality Studies (formerly Women's Studies)

Motion to approve Women's, Gender, and Sexuality Studies with no additional revisions

Motion made by: Konya; **Seconded by:** Gabler

The motion was passed unanimously

(Lodmer was not present for vote)

gg. Business Bookkeeping (formerly Computer Accounting)

hh. Business Bookkeeping

ii. Business Entrepreneurship

jj. Business International

kk. Business Logistics

ll. Business Marketing

mm. Business Sales and Promotion Department Certificate

nn. CPA Track Candidate Certificate of Achievement

oo. Entrepreneurship Certificate of Achievement

pp. Insurance Professional Associate in Science (AS) / Certificate of Achievement

qq. Insurance Specialist Certificate of Achievement

rr. International Business Certificate of Achievement

ss. Management/Leadership Associate in Science (AS) / Certificate of Achievement

tt. Marketing Certificate of Achievement

uu. Sales and Promotion Associate in Science (AS) / Certificate of Achievement

vv. Staff Accountant (formerly General Accountant) Certificate of Achievement

Motion to approve all revisions to Business/Accounting programs as a block, with change of "CPA Track Candidate Certificate of Achievement" title to "CPA Track Certificate of Achievement"

Motion made by: Shaw; **Seconded by:** Nasser

The motion was passed unanimously

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

Motion to approve the following changes:

- Add WGS 40 to Women's, Gender, and Sexuality Studies Associate Degree, Area I
- Add BUS 69 to Business/General Business AS Degree, Entrepreneurship Certificate of Achievement, and Business Entrepreneurship Department Certificate
- Add FILM 34 and FILM 34L to Film Production AS Degree and Certificate of Achievement
- Change number of units of Required Core Courses of the Public Policy Associate Degree and Certificate of Achievement to 7 units due to change of POL SC 95 number of units from 2 to 1

Motion made by: Nasser; **Seconded by:** Konya

The motion was passed unanimously

(Lodmer was not present for vote)

VIII. Old Business

- Department Certificates Discussion
None

IX. Adjournment

Meeting was adjourned at 6:02 pm

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for BUS 68 - Design Thinking for the Entrepreneur

Course Cover	
Discipline	BUS-BUSINESS
Course Number	68
Full Course Title	Design Thinking for the Entrepreneur
Catalog Course Description	This course introduces students to the decision making process called design thinking. Design Thinking emphasizes deep user understanding, intentional iteration and a focus on possibilities as a way to improve people's lives and enhance and create value for stakeholders. Design Thinking draws on methods from engineering and design and combines them with ideas from the arts, social services and the business world. Emphasis will be placed on experiential learning, identifying specific behaviors and skills that enable design thinkers to meet customer demands in all types of organizations including for-profits, non-profits, healthcare, arts and education.
Rationale	Companies are increasingly looking for employees with training in Design Thinking and Innovation. The world and its challenges demand a new breed of professional - one trained to drive innovation, no matter the situation, industry or problem. Today, innovation is everyone's business. Whether you are a manager in a global corporation, an entrepreneur starting up, in a government role, or a teacher in an elementary school, everyone is expected to do better with less. And that is why we all need design thinking. "At every level in every kind of organization, design thinking provides the tools you need to become an innovative thinker and uncover creative opportunities that are there." Jeanne Liedtka, PhD, University of Virginia
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min: 0
Total Semester Instructional Hours	18.00
Total Outside-of-Class Hours	36.00
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
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Business/General Business Certificate of Achievement -Entrepreneurship

-Marketing
Department Certificate
 -Business Entrepreneurship

Course Objectives

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

1. Identify customer needs, create a sound concept hypothesis, collect appropriate data and develop a prototype that allows for meaningful feedback in a real-world environment
2. Define opportunities into actionable innovation possibilities and recommendations for organizations
3. Translate broadly defined opportunities into actionable innovation possibilities
4. Formulate design thinking activities in terms of market impact, value creation and speed

Course Content

10%	Introduction to Design Thinking Relevance and Significance of Design Thinking The Four Questions of Design Thinking
10%	Introduction to Design Research Strategies Identifying Insights Draft a Design Brief
10%	Identification and Scoping of Opportunities Problems are Opportunities Simple Solutions Opportunistic Adaptations
20%	Introduction to Design Research Techniques Secondary Research Direct Observation Ethnographic Interviews Identify Insights
10%	Ideation Establish Design Criteria Brainstorming Develop Concepts
10%	User Testing, Prototypes and Iteration Surface Key Assumptions Make Prototypes Get Feedback from Stakeholders
10%	Business Model Canvas (BMC) BMC Basics (9) Business Components Customer Journey Canvas Product vs Service Business Model Canvas
10%	Visualizing Ideas Visualization Basics Bring-Build-Buy Map Co-Creation Tools
10%	Communicating Ideas and Effective Storytelling Create Napkin Pitches Storyboarding

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects Visiting Lecturers
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Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 20% - Class Participation Student will research a specific area pertinent to design thinking and create a media presentation to be delivered to the class. Once delivered to the class they will be required to answer peers' questions regarding relevance of the research and application to a design thinking problem. • 30% - Exams/Tests Midterm and final exams @ 15% • 15% - Homework Discussion questions • 20% - Other Reflection exercises • 15% - Additional Assessment • 100% - Total
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Additional Assessment Information (Optional)	Lesson completion. Students will be required to listen to selected videos or read selected articles and submit a summary of the content and connect it to current real world examples.
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
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Textbooks

1. Liedtka, Jeanne; Ogilvie, Tim, Taulbert and Brozenske, Rachel. W. *The Designing for Growth Field Book (a step-by-step project guide)*, ed. New York City: Columbia Business School Publishing, 2014, ISBN: 978-0-231-16467-2.

Assignments

Sample Assignment

(1) Students will develop “personas” - fictional characters that typify types of stakeholders interested in a particular product or service. Based on research gathered by the student during the “What is” stage, personas represent a synthesis of characteristics of different people that have been interviewed. Students will develop various personas using a three (3) step process: (1) study the themes uncovered during the research phase, (2) identify various dimensions, (usually via a psychographic 2x2 matrix) that the student believes reveal differences between the group of stakeholders. For example, given the dimension of social behavior on one axis, the student may identify introverted at one extreme and extroverted at the other, and then might cross that dimension with spending - frugal on one extreme and free-spending on the other, and (3) create personas for each archetype in each quadrant. Describe the archetype as fully as possible, focusing on the demographics and psychographics that make the archetype unique.

(2) Students will create at least three (3) "napkin pitches" for their innovation concept. A napkin pitch provides a simple, consistent format for summarizing and communicating new concepts. For a given concept each napkin pitch describes the target stakeholders, the unmet needs, and why the student's offer creates novel value for them; the elements the student will make or partner for, the channels the student will use; and potential rivals or other factors to watch.

Student Learning Outcomes

1. Students will demonstrate empathy with a broad group of stakeholders to understand their needs through the ethnographic method.
2. Presented with real-world examples from their community and industries of interest, students will identify problem-solving opportunities and learn to use the design thinking process to transform ideas into sustainable, successful businesses.
3. Students will define and redefine innovation challenges by asking the right questions, and not necessarily focusing on the right answers.
4. Students will construct rapid prototypes to bring their ideas into reality as quickly as possible to obtain feedback from customers.

Minimum Qualification

Minimum Qualifications:	Business (Masters Required) - MBA or JD or equivalent
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Library

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

Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
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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	<p>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) 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</p> <p>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>

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

Student-Instructor Interaction	<p>The course will begin with a detailed "welcome letter" with information about the course and how the instructor will be in frequent communication with the students.</p> <p>The instructor will post regular and frequent announcements regarding assignments along with frequent reminders.</p>
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	<p>Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content.</p> <p>Weekly discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course.</p> <p>Additionally, constructive feedback will be provided on the homework essays and exams in addition to numerical scores. The instructor will promptly respond to communication from students via email and through the "general questions" discussion board.</p>
Student-Student Interaction	<p>Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class.</p> <p>For example, in the first module students are asked to introduce themselves and reply to at least two other students in the class. From the beginning, a sense of community is established in the virtual classroom.</p> <p>Additionally, they will be able to participate in the "general questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom.</p>
Student-Content Interaction	<p>The class is organized through weekly course modules. A wealth of material is offered to assist students learn the design thinking concepts.</p> <p>The content includes the following: specific learning objectives for each module, comprehensive video lectures regarding design thinking, weekly discussion boards that help students to check their understanding of the concepts, relevant supplemental course materials including video interviews with design thinking thought leaders.</p>

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly discussion boards will be posted to promote student-teacher interaction and student-to student interaction on a variety of relevant to the design thinking mindset.	30%
Study and/or Review Sessions	Prior to an exam, the instructor will ask students to post any questions they may have about the material that will be tested on the next exam. We then have a study session via the review discussion board. Hypotheticals can be posed to help students understand the application of design thinking.	10%
Online Lecture	Students will watch a video lecture on an each of the four steps in the design thinking process. They will be asked to take notes and be prepared to participate in a discussion board concerning this area. Additionally, students are encouraged to post any questions they have about the topic on the "general questions" discussion board so that the instructor can address them.	35%
Written assignments	Students will write at least two (2) short essays in response to chapter exercises. Prior to their due dates, students will have discussions via the "general questions" discussion board regarding the assignment. Additionally, the instructor will provide input to students on an individual basis via email to help them understand the nature of the assignment.	10%

Peer Feedback	In preparation for the students' essays for selected chapters, students will have the opportunity to share their ideas with their peers via a discussion board where they can gain valuable feedback. Students will also be asked to find current examples of the chapter topics and share it with their peers	15%
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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.)

The course is organized through modules that focus on the four (4) critical concepts of the textbook. The first module provides an introduction to the course, the concept of the design thinking and the structure of the course.

To provide consistency and ensure that quality of instruction, the following format is provided for each module: learning objectives, lecture video, PowerPoint summary slides, discussion board assignment, pre and post chapter assignments and links to relevant articles and cases.

Discussion boards are provided on a weekly basis. The two exams, a midterm and a final, define the middle and the end of the course. Homework is given on a regular basis. Care is given to pacing the assignments in a reasonable manner.

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.)

Instructors should have completed a comprehensive Learning Management System (LMS) course and received the appropriate certification. Instructors should be aware of the technical support that is available such as LMS technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

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.)

Links to the following services should be provided: online tutoring, the bookstore, and tutorials for online classes.

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.

All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.

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.).

Learning objective: "Expose students to the design process as a tool for innovation."

After reviewing the learning objective, students are asked to develop a video to explain the design thinking process in terms of a newly discovered opportunity.

Following the video viewing, students participate in a threaded discussion where they identify specific challenges and hurdles in empathizing with potential customers and how others from the literature or from their "out-of-the-building" experiences used similar techniques to overcome challenges.

Assessment Best Practices

20%-**Media presentation** - Students will research a specific area pertinent to design thinking and create a media presentation to be delivered to the class. Once delivered to the class they will be required to answer

peers' questions regarding relevance of the research and application to a design thinking problem.

15%-**Lesson completion** - Students will listen to narrated lectures and respond to embedded multiple choice and true/false questions.

30%-**Homework Essays** - Students are provided with four (4) reflection homework essay assignments where they will analyze a specific area pertinent to the design thinking process. Rubric is provided.

15%-**Discussion Board Assignments** - After reading the textbook or watching a lecture video, students answer questions regarding the material. They are graded based upon their responsiveness to the question and support provided.

30%-**Midterm and final exams** - The midterm and final exams will consist of multiple choice and essay questions.

Attached Files

No Files attached

Santa Monica College

Course: NEW or Reinstatement

Expanded Course Outline for ENGL 62 - CRIME FICTION IN A GLOBAL CONTEXT

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	62
Full Course Title	CRIME FICTION IN A GLOBAL CONTEXT
Catalog Course Description	This course surveys modern crime fiction (both short stories and novels) from around the world published after World War II. The novels and stories in this genre are both works of literature and cultural artifacts that provide a significant insight into the ethical, social, and political ethos of the country. The course, therefore, will study the dual identity of these novels and short stories: as literary works and cultural artifacts. Works from three of the following countries will be studied (in English translation): Japan, Sweden, the United States, and Nigeria. Students will compare adaptations of the crime fiction genre and the ways in which crime and social justice resonate in these cultures.
Rationale	The novels and stories in the crime fiction genre are both works of literature and cultural artifacts that provide a significant insight into the moral, social, and political ethos of the countries represented. The course, therefore, will study the dual identity of these novels and short stories: as literary works and cultural artifacts. Every semester, several students from many different parts of the world enroll at Santa Monica College. Often, we, the college community, are not familiar with their backgrounds, their environments, their world, so to speak. This course, by focusing on contemporary and popular works from some of the countries that the students come from, can provide an insight into that world. As such, this course complements other efforts on campus to help us understand our foreign students and integrate them better into the life of the college. These students can enrich the discussions of these works, owing to their familiarity with the works or their direct experience of the milieu or both. The course will thus help globalize the curriculum.
Proposed Start	Year: 2019 Semester: Fall
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: 0
Total Semester Instructional Hours	54.00
Total Outside-of-Class 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 (pending review)	
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 	
CSU GE Area:	
(pending review)	
<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"> • California Community College College of San Mateo Crime and Detective Fiction LIT. 150 	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Liberal Arts - Arts & Humanities
Pre/Corequisites & Advisories	
Prerequisite ENGL 1	
Content Review	
ENGL 1 - Prerequisite (Content to Objective)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Identify and analyze the chief literary devices, such as plot, suspense, character, in the works.	
2. Identify and interpret the elements of detective fiction and noir in the works.	
3. Compare and analyze the similarities and differences in the use of elements of detective fiction and of noir in the works of the three countries and of the US.	
4. Identify and interpret the major values and traditions of the cultures and societies depicted in the works.	
Course Content	
15%	Overview of the crime fiction genre and a brief review of the relevant modern history of the three countries selected. Definition of terms. Overview of the major themes and motifs.
25%	Reading and discussion of one or two contemporary crime novels or a collection of short stories from the first country. Study of the literary elements of the works. Study of the relevant geography, local history, and customs of the contemporary society as depicted in the works. Study of major themes, such as crime and punishment, redemption, and tolerance. Comparative study of the craft, themes, and vision of the foreign crime writer(s) and an American crime writer.
25%	Reading and discussion of one or two contemporary crime novels or a collection of short stories from the second country. Study of the literary elements of the works. Study of the relevant geography, local history, and customs of the contemporary society as depicted in the works. Study of major themes, such as crime and punishment, redemption, and tolerance. Comparative study of the craft, themes, and vision of the foreign crime writer(s) and an American crime writer.
25%	Reading and discussion of one or two contemporary crime novels or a collection of short stories from the third country. Study of the literary elements of the works. Study of the relevant geography, local history, and customs of the contemporary society as depicted in the works. Study of major

	themes, such as crime and punishment, redemption, and tolerance. Comparative study of the craft, themes, and vision of the foreign crime writer(s) and an American crime writer.
10%	Comparative study of the genre in the three societies with reference to the American version of the genre. Discussion of the role of crime fiction in contemporary cultures.

Total: 100%

Methods of Presentation

Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
Other Methods	Media presentations.

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 10% - Class Participation In-class discussion • 15% - Final exam Final Examination, consisting of two essays, one of them comparing foreign crime writers with American crime writers. • 40% - Papers Two to four essays on the authors and themes in their works • 15% - Portfolios Portfolio of short entries (2-3 pages) written weekly on a variety of specific topics, such as aspects of the political or social context of the novels and stories or their resonance in popular culture. Letter grade assigned based on the specificity and coherence of the discussion. • 20% - Written assignments About three short essays on specific topics or aspects of the works. • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	MLA
Textbooks	
1. Nilsson, L., D. Damrosch, T. D'haen. <i>Crime Fiction as World Literature</i> , ed. Bloomsbury Academic, 2017, ISBN: 978-1501319334.	
2. Miyabe, M. <i>All She Was Worth</i> , ed. Mariner Books, 1999, ISBN: 978-0395966587.	
3. Osawa, A. <i>Shinjuku Shark</i> , ed. Vertical, 2008, ISBN: 978-1932234374.	
4. Osawa, A. <i>The Poison Ape: A Shinjuku Shark Novel.</i> , ed. Vertical, 2008, ISBN: 978-1934287248.	
5. King, N. and R. W. Winks. <i>Crimes of the Scene: A Mystery Novel Guide for the International Traveler</i> , ed. St. Martin's Press, 1997, ISBN: 978-0312151744.	
6. Mankell, H. <i>Faceless Killers</i> , ed. Vintage Crime, 2003, ISBN: 978-1400031573.	
7. Mankell, H. <i>The Dogs of Riga</i> , ed. Vintage Crime, 2004, ISBN: 978-1400031528.	
8. Mosley, W. <i>Devil in a Blue Dress</i> , ed. Washington Square Press, 2002, ISBN: 978-0743451796.	
9. Abani, C., ed.. <i>Lagos Noir</i> , ed. Akashic Books, 2018, ISBN: 978-1617755231.	
10. Habila, H.. <i>Oil on Water</i> , ed. Norton, 2011, ISBN: 978-0393339642.	
Other	
1. International Association of Crime Writers website https://www.iacw.org/	

Assignments

Sample Assignment

Identify the major characteristics of *noir* and discuss how two of the authors deploy them in their work. To what extent do the authors adhere to the tradition of *noir* narrative and how do they challenge or modify the tradition? What are the purpose and effect of the changes?

Discuss the role of women in the works of two of the writers and in the context of the social conditions in their respective societies.

Student Learning Outcomes

1. Identify the major characteristics of detective fiction and the noir genres that are present in the works studied from the three countries and analyze the significance of the ways in which the authors follow as well as modify the crime fiction tradition.

2. Identify major literary themes of crime and revenge, justice and punishment, loss and mortality and redemption in the works and discuss, in written and oral coursework, how these themes inform the works and reverberate in contemporary culture in the three countries.

Minimum Qualification

Minimum Qualifications:	English (Masters Required)
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Library

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

Delivery Methods	Fully Online
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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>
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Additional Considerations	<p>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) 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</p> <p>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>
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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.
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	In addition, the instructor will be in regular contact with each student through the Email function in the CMS 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 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 the CMS.
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. Students will regularly complete brief and ungraded online reading quizzes on the assigned texts to help them prepare for the weekly online discussions. (Correct answers will be provided immediately after the quiz is submitted). 2. In the weekly online discussions of the readings, students will respond to specific questions about the characters and themes of the texts read and also provide interpretations of specific scenes in those texts. 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.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Written assignments	Essays--revision of rough drafts and final version.	30%
Other (describe)	Lecture Notes, websites (both text and visual).	30%
Threaded Discussions	Weekly discussions on various topics and aspects of the works assigned.	40%

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.)

The online version will follow closely the Course Content outlined in the on-ground version of the class. Each of the four major units of the course (the works from the three countries selected for study and comparison with works from the United States) 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.

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 will have knowledge of and experience in teaching an online class using the current CMS.

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.)

The students will need support in the use of the CMS and any other necessary support services, such as the library and tutoring.

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.

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 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 one of the novels, and students will discuss to what extent the protagonist is similar to and different from the American prototype. 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

20%-Portfolio: Weekly, 2-3 pages, on varied topics, such as political/social contexts of the novels. -

Letter grade assigned based on the specificity and coherence of the discussion.

35%-Essays: 4-5 essays on the readings. - Letter grade

15%-Final Exam: Two essays - Letter grade.

30%-Weekly discussions: 14 discussions, equal weight. Weekly responses to each student's posts. - 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	<p>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.</p> <p>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.</p> <p>Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).</p>
Citizenship Rationale	<p>It is a truth universally acknowledged that crime and crime fiction, conjoined twins, are happily resident in most societies around the world.</p> <p>Every semester, several students from many different parts of the world enroll at SMC. Often, we, the college community, are not familiar with their backgrounds, their environments, their world, so to speak. This course, by focusing on contemporary and popular works from some of the countries that the students come from, can provide an insight into that world. As such, this course complements other efforts on campus to help us understand our foreign students and integrate them better into the life of the college. These students can enrich the discussions of these works, owing to their familiarity with the works or their direct experience of the milieu or both. The course will thus help globalize the curriculum.</p>

Attached Files

[Global Citizenship, English 62](#)
[Prereq Wksheet, English 1](#)

Prerequisite / Corequisite Checklist and Worksheet

English 62
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 ENGLISH 62

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

A)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
B)	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
C)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
D)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
E)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
F)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
G)	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
H)	Integrate quotations and source material effectively into their essays.

EXIT SKILLS (objectives) FOR ENGLISH 1

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

1.	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
2.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
3.	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
4.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
5.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.
6.	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
7.	Provide documentation of research and references, correctly using internal citations and a Works Cited page, employing MLA guidelines.
8.	Integrate quotations and source material effectively into their essays.

		ENTRANCE SKILLS FOR ENGL 62							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ENGL 1	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		
	7							X	
	8								X

APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP ASSOCIATE DEGREE REQUIREMENT

ENGL 62 - CRIME FICTION IN A GLOBAL CONTEXT

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

X Global Studies Category	Course meets all of the following three criteria: (Please Check) <div style="text-align: center;">X</div> 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. <div style="text-align: center;">X</div> 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. <div style="text-align: center;">X</div> Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).
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Step 2: Course Outline of Record
 It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

Step 3: Student Learning Outcome
 It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO: Identify major literary themes of crime and revenge, justice and punishment, loss and mortality and redemption in the works and discuss, in written and oral coursework, how these themes inform the works and reverberate in contemporary cultures of the three countries studied as well as the United States.

Step 4: Narrative
 Please write a rationale as to why this course should fulfill of the SMC Global Citizenship Associate degree requirement for the particular category under which you have applied. **Explain how this course fulfills the areas checked above.**

Narrative: Every semester, several students from many different parts of the world enroll at SMC. Often, we, the college community, are not familiar with their backgrounds, their environments, their world, so to speak. This course, by focusing on contemporary and popular works from some of the countries that the students come from, can provide an insight into that world. The study of the selected texts and the class discussions will include a focus on the impact on the novels and stories of some of the major social and political changes informing the contemporary societies of the countries. Throughout the course, the literary and cultural conventions of the works will be compared with those of the contemporary United States. The course will thus help globalize the curriculum.

Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship Degree Requirement

Yes	No	Abstain	Not voting
Department or Area Vote			