



Curriculum Committee Agenda

Wednesday, December 4, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Nick Mata	Brandon Reilly
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Emin Menachekanian	Lydia Strong
Brenda Antrim	Gary Huff	Jennifer Merlic	Toni Trives
Garen Baghdasarian	Sasha King	Jacqueline Monge	Audra Wells
Fariba Bolandhemat	Jae Lee	Estela Narrie	Michael John Siemer (A.S.)
Dione Carter	Jamar London	Lee Pritchard	Safa Saleem (A.S.)

Interested Parties:

Clare Battista	Rachel Demski	Stacy Neal	Esau Tovar
Maria Bonin	Vicki Drake	Patricia Ramos	Tammara Whitaker
Patricia Burson	Kiersten Elliott	Estela Ruezga	A.S. President
Susan Caggiano	Maral Hyeler	Scott Silverman	

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 *(Two 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
 - 1. Redesign of the Student Experience
 - (Courses: Non-Substantial Changes)*
 - 2. BUS 47 Understanding Money for Lifelong Success

- VII. Action Items
 - (Courses: New)*
 - a. BUS 7 Introduction to Sustainability in Business 6
 - b. BUS 56 Understanding the Business of Entertainment..... 12
 - c. BUS 59 Design for Delight for the Entrepreneur 15
 - d. ESL NC 994 ESL for College and Career Pathways-Introduction 21
 - e. ESL NC 995 ESL for College and Career Pathways-Effective Communication 24
 - (Courses: Substantial Changes)*
 - f. AHIS 22 Architectural History and Theory - 185 to Present (Updated: SLOs, Course Content, Course Objectives, and Assignments)..... 27

g.	ESL NC 911 Beginning Listening and Speaking (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	35
h.	ESL NC 913 Intermediate Listening and Speaking (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	37
i.	ESL NC 915 Advanced Listening and Speaking (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	40
j.	ESL NC 961 Beginning Reading And Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	43
k.	ESL NC 963 Intermediate Reading And Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	45
l.	ESL NC 965 Advanced Reading and Writing (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	48
m.	ESL NC 971 Beginning ESL Vocabulary (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	51
n.	ESL NC 973 Intermediate ESL Vocabulary (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	53
o.	ESL NC 975 Advanced ESL Vocabulary (Updated: Catalog Description, SLOs, Course Objectives, Course Content, Methods of Presentation, Methods of Evaluation, Textbooks, and Sample Assignments).....	55

(Courses: Distance Education)

p.	AHIS 22 Architectural History and Theory - 185 to Present.....	30
q.	BUS 7 Introduction to Sustainability in Business	9
r.	BUS 59 Design Delight for the Entrepreneur.....	18
s.	ENGL 20 Reading and Writing 2.....	57
t.	ENGL 23 Intermediate Reading and Vocabulary.....	63
u.	ENGL 28 Intensive College Writing Skills.....	69
v.	MEDIA 4 Introduction to Game Studies	75

(Courses: Global Citizenship)

w.	AHIS 22 Architectural History and Theory - 185 to Present.....	34
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(Programs: Revisions)

x.	Changes to degrees and certificates as a result of courses considered on this agenda	
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VIII. New Business

IX. Old Business

X. Adjournment

Please notify Dana Nasser (x4841) or Jason Beardsley (x8054) if you are unable to attend this meeting.



Curriculum Committee Minutes

Wednesday, November 20, 2019, 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Dana Nasser, <i>Chair</i>	Sheila Cordova	Jennifer Merlic	Lydia Strong
Jason Beardsley, <i>Vice Chair</i>	Guido Davis Del Piccolo	Jacqueline Monge	Toni Trives
Garen Baghdasarian	Sasha King	Estela Narrie	Audra Wells
Fariba Bolandhemat	Jamar London	Lee Pritchard	Michael John Siemer (A.S.)
Dione Carter	Nick Mata	Brandon Reilly	Safa Saleem (A.S.)

Members Absent:

Brenda Antrim	Gary Huff	Jae Lee	Emin Menachekanian
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Others Present:

Perviz Sawoski	Howard Stahl	Rachel Demski
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(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. Motion to approve the agenda with no revisions.

Motion made by: Jason Beardsley; **Seconded by:** Estela Narrie

The motion passed unanimously

(Garen Baghdasarian, Jamar London, and Jacqueline Monge not present for vote)

II. Public Comments

None

III. Announcements

None

IV. Approval of Minutes

Motion to approve the minutes of the November 6 meeting with no revisions.

Motion made by: Sheila Cordova; **Seconded by:** Jennifer Merlic

The motion passed unanimously

(Garen Baghdasarian, Jamar London, and Jacqueline Monge not present for vote)

V. Chair’s Report

The Chair discussed that the last Curriculum Committee Meeting will fall on December 4, 2019.

Since the tech review falls on the week of Thanksgiving, we will be meeting on this upcoming Monday, 11/25 at 1:00 p.m. to review curriculum. To be considered for the next meeting, all courses and programs need to be in the approval cue by that time.

VI. Information Items

1. Redesign of the Student Experience

Guido provided an update on the “mapper” software – originally the plan was to possibly go with the mapper that Bakersfield College was using, however, it’s looking like that

won't happen; Pathways is exploring how to publicize the maps in the meantime, it will likely be a temporary static page

Audra provided updates on the map vetting completed by counselors. "2.0 Vetting" has been completed; the next stage is the maps will now go back to the departments for content expertise input in January

Jennifer provided an update on the visit to ASU. 10 administrators and faculty from SMC visited ASU to discuss possible areas of partnership. ASU has a lot of great features on their campus that could possibly benefit SMC and our students, including:

- "Me3" – a tool for undecided major students that uses a psychological "types" survey to give a list of suggested careers and majors
- "Get Set" – advice by students, for students which is housed in a database that is searchable, has keyword filtering, and allows employees and administrators to see word clouds of frequently used terms to see what students are talking about
- "2+2 Program" – a possible partnership with ASU and SMC wherein students who complete specific Associates Degrees at SMC, would, with a to-be-determined GPA, be guaranteed admission to specific majors at ASU

Additional clarification was provided on how maps will be handled moving forward – when new programs are created, existing programs are revised, or any programs that were brought in the interim of maps launching and their implementation that weren't assigned a "Pathway." DPAC decided this will be a requirement for programs coming to Curriculum Committee in Spring 2020 (to likely be implemented in META by the Curriculum Specialist – at present, Rachel Demski)

(Courses: Non-Substantial Changes)

2. COSM 77 Barbering

VII. Action Items

(Courses: New)

- a. TH ART 14 Beginning Stage Combat
Motion to approve TH ART 14 with revisions to transferability (will be submitted for UC transfer), change SAM code to E, and minor revisions to wording throughout
Motion made by: Estela Narrie; **Seconded by:** Jason Beardsley
The motion passed unanimously

(Courses: Substantial Change)

- b. TH ART 25 Introduction to Theatrical Sound (remove 1 arranged hour; no change to units)
Motion to approve changes to TH ART 25 with additional minor revisions to wording throughout the COR that referenced "lab" or "arranged" time
Motion made by: Garen Baghdasarian; **Seconded by:** Audra Wells
The motion passed unanimously

(Programs: New)

- c. Microsoft Azure Department Certificate
Motion to approve Microsoft Azure Department Certificate with minor revisions before the meeting, including narrative changes (distributed at the meeting – see page 4), program name in META (previously "Microsoft Azure Certificate Department Certificate")
Motion made by: Toni Trives; **Seconded by:** Jennifer Merlic
The motion passed unanimously

(Programs: Revisions)

- d. Changes to degrees and certificates as a result of courses considered on this agenda
- TH ART 14 will be added to the Theatre AA Degree under “Advanced Performance Courses”

Motion to approve all changes to programs as a result of courses on this agenda

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

The motion passed unanimously

(Toni Trives not present for vote)

VIII. New Business

- Board Policies
 - BP 4010 Academic Calendar
 - BP 4020 Program, Curriculum, and Course Development
 - BP 4025 Philosophy and Criteria for Associate Degree and General Education
 - BP 4050 Articulation
 - BP 4060 Agreement for Noncredit Programs
 - BP 4100 Graduation Requirements for Degrees and Certificates
 - BP 4220 Standards of Scholarship
 - BP 4260 Prerequisites, Co-Requisites, and Advisories
 - BP 4400 Community Education Programs
 - BP 4450 Non-Credit (Adult) Education

Board Policies were discussed, but it was discovered that the policies provided for the agenda were in fact previous versions that didn't reflect more recent revisions that had been made. All Board Policy discussion was tabled for a future meeting.

IX. Old Business

None

X. Adjournment

Motion to adjourn the meeting at 5:02 pm

Motion made by: Audra Wells; **Seconded by:** Garen Baghdasarian

The motion passed unanimously

Santa Monica College
New Course/DE: BUSINESS 7, Introduction to Sustainability in Business

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	November 2019
Transferability:	Transfers to CSU
Grading	Letter Grade or P/NP
Repeatable	No
Library	Library has adequate materials to support course
Minimum Qualifications	Business (Masters Required), Sustainability Leadership Master's degree also appropriate.
TOP Code	0501.00 - Business and Commerce, General*
SAM Code	C - Clearly Occupational

Rationale

Sustainability and environmental consciousness in business is imperative in today's global competitive landscape. It's not only good for the planet, but also good for the success of a business. This course is long overdue and will serve as a pillar for our program.

I. Catalog Description

This course provides an introduction of the key topics as they relate to sustainability in business. In particular business' potential as the strongest economic force on the planet to provide solutions to global environmental, social and economic challenges in the 21st century. The course will focus on innovation and change for humanity to thrive in the future.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Big Pivot: Radically Practical Strategies for Hotter, Scarcer, and More Open World., Andrew Winston , Harvard Business Review Press © 2014, ISBN: 13:978-1422167816. ;

III. Course Objectives

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

1. Describe the importance of Sustainable Business Practices as they relate to improving a Business's Bottom Line.
2. Illustrate the three pillars (planet, people, and profit) of sustainability in terms of their application to Business.
3. Identify the global risks presented by the United Nations' Sustainable Development Goals in terms of business for the 21st century.
4. Examine the consequences to individual business as well as the community in which it operates of unsustainable global business thinking and practices.
5. Develop strategies for a business's operational systems, such as its logistics system or hiring practices, to reflect Sustainable business practices.
6. Create a team project that uses a hypothetical business to show how all three pillars of sustainability are integrated into the business's operation to improve the bottom line.

IV. Methods of Presentation:

Lecture and Discussion, Field Trips, Projects, Visiting Lecturers, Service Learning, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Introduction to Sustainability in Business Definition of Sustainability Three Pillars of Sustainability (Pillars and Frameworks) Evolution of Green Business (60's- today)
20.00%	Survey of Global Sustainability Business issues in the 21st century as they relate to the Business's survival. The current risks in the global business environment, projecting their impact into the future.
20.00%	The United Nations' Sustainable Development Goals (SDG's). Organizational Governance and Leadership that illustrates the leaders consideration of Sustainability to the business's bottom line.
20.00%	Overview of the Circular Economy which takes business disposable resources (outputs) and uses it for a business's inputs (new products and services) keeping the resources in use for the maximum possible value creation possible. The Circular Economy (re-use all outputs) as an alternative to the traditional linear economy (make, use, depose).
20.00%	Environmental, Social, and Economic policies as mandated by city, state, and national governments that affect a business's operations. Stressing the importance of leadership being transparent in reporting their business practices.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests
30 %	Final Project
30 %	Group Projects
20 %	Written assignments - Thread Discussion using Canvas Discussion Forum
100 %	Total

VII. Sample Assignments:

Final Project :

Research Sustainability Best Practice in two business case studies, write a team formal report and present the report and slide show as end-of-term classwork.

Discussion Forum :

Reflect on and respond to specific questions relating to the course work and textbook reading. Read and respond to 2 peer contributions.

VIII. Student Learning Outcomes

1. Describe how sustainability best practices can impact a business' bottom line by reducing costs and increasing efficiencies and building moral within an organization.
2. 2. Develop a business case that articulates the three pillars of sustainability.
3. 3. Defend the importance of applying the principles of a Circular Economy.
4. Apply sustainability business goals to improve a company's business model.

5. Demonstrate a level of engagement in the subject matter that reveals an understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and your personal life.

BUS 7 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The course will begin with a detailed welcome letter which includes pertinent details regarding the course and how the instructor will be in communication with the students. Each week, the instructor will post regular announcements and reminders regarding the assignments that need to be completed. Additionally, content pages will begin each module and will include key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input and feedback just as is done in a traditional classroom environment. 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.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. In the first module, for example, 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. Throughout the class, they will discuss different case studies and intellectual property concepts.

They will also be able to participate in the "General Questions" discussion board where they can help each other with questions about the course content just as in an on-ground classroom.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

The course is organized according to the major content headings in the syllabus. For example, the first module lays the foundation for studying sustainability and understanding and defining the three pillars (social, environment and profit) of Sustainability. The content includes the following: specific learning objectives for each module, weekly discussion boards that help students to evaluate their understanding of the concepts, relevant supplemental course materials such as information offered on the United Nations Sustainable Development Goals and current articles and videos to help the students relate Sustainability in Business concepts to everyday circumstances. The above content is provided on a weekly basis.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Threaded Discussions	Weekly discussion boards are posted to facilitate student-instructor and student-student interaction on various intellectual property issues.	20.00%
Online Lecture	Students will watch a video on an pertinent Sustainability issue such as the three pillars of Sustainability. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	40.00%
Videos	Sustainable Business TED Talks Students will watch a TED TALK video on the Circular Economy for example. They will be asked to take notes on the video in preparation for a discussion on this topic. Students are encouraged to post any questions they have about this topic on the "General Questions" discussion board so that the instructor can address them. Students can join in on the discussion.	10.00%
Written assignments	Students will write at least two essay assignments in the class. Prior the due dates, students will have the opportunity to pose questions regarding the assignment instructions on the "General Questions" discussion board. These questions will be visible to other students so that everyone can benefit from the answers. Additionally, the instructor will help answer questions individually via email.	10.00%

2. Instruction: 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 according to the major content headings in the syllabus. The first module provides an overview of (1) Introduction to Sustainability in Business. (2) Definition of Sustainability, and (3) Three Pillars of Sustainability (Pillars and Frameworks). To provide consistency and insure that the quality of instruction is provided, the following format is provided for each module: learning objectives, PowerPoint summary slides, discussion board assignments, links to relevant articles and websites. The remaining modules provide a comprehensive overview of Sustainability in Business concerns (Governance and Leadership, the Circular Economy, Legal policies that impact a business's Environmental, Social and Economic practices. Discussion boards are posted weekly. Exams are spread out and given every 3-4 weeks, depending on the duration of the semester. Homework essays are also spaced out throughout the semester.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
40.00%	Exams / Quizzes	40%-Three exams at 20% each. - Exams will consist of multiple choice and/or short essay questions. Prior to exams, students are asked to post questions regarding the material on the "General Questions" discussion board. The instructor gives feedback and suggestions for how to succeed on the exam. Feedback is provided on the exams via the comments section in the Grade book
30.00%	Discussion Forum / Board	30%-Discussion Boards - After watching a video or reading the textbook, students answer questions regarding the material. They are graded upon their responsiveness to the questions and support provided for their answers. A grading rubric is provided. Feedback is provided via the comments section in the grade book
30.00%	Written Assignments	30%- Homework essays. - Prior to the assignment due dates, the instructor will provide rubrics with grading details. Students will have the opportunity to pose questions on the "General Questions" discussion board where all students can participate.

4. Technology: 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 received training on the learning management system in place. They should also be aware of the technical support that is available for faculty. Knowledge of how to ensure that material is accessible is also vital.

5. Student Support: 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 and tutorials for online classes. Students should be informed of the technical support phone number.

6. Accessibility: 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 course will be designed to consider students with disabilities. This includes content pages, files, multi-media, as well as accommodations for those receiving DSPS services. Content pages will include appropriate headings, formatting and color contrast. Multi-media will be captioned and provide accurate transcripts. Reading order is correctly set so that content is presented in the proper sequence for screen readers and other assistive technologies.

7. Online Strategies: 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.).

Develop strategies for a business's operational systems, such as its logistics system or hiring practices, to reflect Sustainable business practices. After reviewing the above learning objective, students will view a TED TALK that describes the Best Business Practices for Sustainability. Following the video viewing, students will participate in a discussion where they provide examples of the principles of a Sustainable Business operations.

Santa Monica College
New Course: BUSINESS 56, Understanding the Business of Entertainment

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	March 2019
Transferability:	Transfers to CSU
Degree Applicability:	Credit - Degree Applicable
Grading	Letter Grade Only
Repeatable	No
Library	Library has adequate materials to support course
Minimum Qualifications	Business (Masters Required)
TOP Code	0501.00 - Business and Commerce, General*
SAM Code	C - Clearly Occupational

Rationale

Entertainment and all its creative outlets, requires capitalization to be sustainable. In fact, for many entertainment providers (film makers, producers, etc) financing a project and making a profit is a requirement. This course provides an introduction to the business side of Entertainment and complements areas of study at SMC.

I. Catalog Description

The entertainment industry is rapidly and continuously shifting and evolving, with digital technology serving as the catalyst for its change. This new paradigm requires that our understanding of the industry and its operations evolve along with it. Through lectures, class discussion, research, case studies, and industry guests, this introductory course will endeavor to examine and discuss the current and future trends that drive the industry, and the changing business models and associated roles for creatives and executives within the business of entertainment. The course also features opportunities to meet senior entertainment industry executives in various sectors. By the end of the course, students should have a clear understanding of the current industry landscape, and the various career opportunities available in this exciting and fast paced field.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Understanding the Business of Entertainment, First, Gregory Bernstein, Routledge © 2015, ISBN: 9781138775794;
2. . *Advertising Age*, Volume
3. . *Variety*, Volume
4. . *Hollywood Reporter*, Volume

III. Course Objectives

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

1. Identify the various channels of content distribution & monetization.
2. Describe the intellectual property rights associated with content ownership.
3. Differentiate the different business models of existing entertainment companies.
4. Identify how to monetize assets as a content creator.
5. Define the deal making process and how to prepare a Profit & Loss Statement.
6. Recognize the ethical, legal and regulatory issues facing entertainment professionals.

7. Describe how studios develop projects, manage production, market and distribute entertainment assets and content.
8. Identify future trends in the entertainment industry and their projected impact on current production costs.
9. Demonstrate an understanding of the various career opportunities and positions that exist in the entertainment industry.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Online instructor-provided resources, Projects, Visiting Lecturers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
4.00%	The Landscape
8.00%	Copyright & Piracy
8.00%	Development & The Greenlight
8.00%	Film Financing
4.00%	Earning and Accounting for Revenues
8.00%	What is P&L
8.00%	Contract: The Art of the Deal
8.00%	Understanding Distribution
4.00%	Marketing & The Importance of Research
8.00%	Unions, Agents & Managers
8.00%	The Business of Production
8.00%	How Streaming Companies Operate
4.00%	Ethical, Legal and Regulatory Issues
8.00%	The Future of Entertainment & Media
4.00%	Careers and Opportunities/Landing the Perfect Job
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Participation - Class Participation
10 %	Exams/Tests - Quiz # 1
10 %	Exams/Tests - Quiz #2
20 %	Exams/Tests - Mid-Term
20 %	Final exam - Fina Exam

25 %	Final Project - Final Project
100 %	Total

VII. Sample Assignments:

Oral Presentation:

Describe an entertainment platform that you would like to discuss. Be sure to analyze its key features and match the platform to the proposed target audience. Explain why this particular audience would be an ideal audience for this particular platform. The results of your findings can be presented in an oral presentation.

Writing Assignment:

Identify and research the elements which are essential to producing and distributing film and television productions. Write up the results of your research into a 3-4 page paper, double spaced

VIII. Student Learning Outcomes

1. The student will research and identify the various elements essential to production and distribution
2. The student will be able to identify how to match platforms to target audience.
3. The student will be able to identify the ethical, legal and regulatory issues essential to successful revenue generating projects.

Santa Monica College
New Course/DE: BUSINESS 59, Design for Delight for the Entrepreneur

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	November 2019
Transferability:	Transfers to CSU
Grading	Letter Grade or P/NP
Repeatable	No
Library	Library has adequate materials to support course
Minimum Qualifications	Business (Masters Required), Marketing (Masters Required), Management (Masters Required)
TOP Code	0506.40 - Small Business and Entrepreneurship*
SAM Code	C - Clearly Occupational

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 get lean – 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 – you're just not seeing them yet.”
 Jeanne Liedtka, Ph.D., University of Virginia

I. Catalog Description

This course introduces students to the problem-solving and innovation methodology called design thinking, using an approach called “Design for Delight” that was developed at Intuit. Design for Delight (D4D) uses deep customer empathy, strategic brainstorming and idea selection methods, and rapid experiments with customers to build products and solutions that create value for businesses and stakeholders, and ultimately improve people’s lives. Emphasis will be placed on experiential learning, with students learning and practicing specific behaviors and skills that enable entrepreneurs to creatively solve customer and business problems in all types of organizations including for-profit, non-profit, healthcare and education.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Designing for Growth Field Book (a step-by-step project guide), Liedtka, Jeanne; Ogilvie, Tim, Taulbert and Brozenske, Rache, Columbia Business School Publishing © 2015, ISBN: 978-0-231-16467-2;

III. Course Objectives

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

1. Identify the principles of Design Thinking using the Design for Delight (D4D) and Customer Driven Innovation methodologies.

2. Identify and articulate customer problems by using D4D methods related to deep customer empathy: observation, interviews, problem statements, and ideal states.
3. Develop and evaluate creative ideas by using D4D methods and techniques related to idea generation and selection, including but not limited to: brainstorming, 2X2 narrowing, and 100 point exercise.
4. Demonstrate an understanding of how to form assumptions and develop hypotheses using D4D methods including but not limited to Leap of Faith
5. Test solutions through prototyping and rapid experimentation

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Visiting Lecturers, Projects, Group Work
Other Methods: Demonstrations, Case Study Analysis and Guest Speakers

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Introduction to Design For Delight and Customer-Driven Innovation
20.00%	Deep Customer Empathy
20.00%	Evaluation of Creative Ideas
20.00%	Assumptions and Hypothesis
20.00%	Prototyping and Rapid Experimentation
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
15 %	Other - Students will be evaluated on their response to Discussion Questions posed in the form of an assignment.
30 %	Projects - Students will be required to complete a final project utilizing the concepts and knowledge learned during the semester.
15 %	Simulation - Students will be evaluated on utilizing concepts learned and applying them to simulated real-world scenarios.
20 %	Written assignments - Students will be required to complete Reflection Assignments.
100 %	Total

VII. Sample Assignments:

Develop Personas:

Develop “personas” - fictional characters that typify types of stakeholders interested in a particular product or service. Based on research that you gather during the “What is” stage, personas represent a synthesis of characteristics of different people that have been interviewed. You will develop various personas using a three (3) step process: (1) study the themes uncovered during the research phase, (2) identify various dimensions, (2x2 matrix) usually psychographic, that you believe reveals differences between the group of stakeholders. For example, given the dimension of social behavior on one axis, you 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.

The Wallet Project:

The Wallet Project is an immersive activity meant to give participants a full cycle through the design thinking process in as short a time as possible. The project touches on the fundamental values of D4D - human-centered design, bias toward action, and a culture of iteration and rapid prototyping.

VIII. Student Learning Outcomes

1. The students will be able to explain how to empathize with a diverse range of customers to understand their needs using Design For Delight methods.
2. Students will be able to develop and evaluate creative ideas through structured brainstorming sessions and collaborative selection exercises
3. Students will be able to develop and test rapid prototypes to bring their ideas into reality and obtain feedback from customers.
4. Students will demonstrate an understanding of how to improve their communication and public speaking skills needed for influencing teammates, interacting with potential customers, and presenting their ideas to business professionals.

BUS 59 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

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. The instructor will post regular and frequent announcements regarding assignments along with frequent reminders. Additionally, content pages will begin each module and will include summaries of key information and suggestions for how to approach content. Weekly discussion boards will be posted and the instructor will provide comments, input, and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and presentations in addition to numerical scores. The instructor will promptly respond to communications from students via email and through the "general questions" discussion board.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will engage in weekly discussion board groups where they will be required to reply to at least two students in the class. 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. 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.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

The class is organized through weekly course modules. A wealth of material is offered to assist students learn the design thinking concepts. 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.

1d. Interactions:

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.	30.00%
Online Lecture	Students will watch a video lecture on each of the three principles of the Design for Delight 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	35.00%
Study and/or Review Sessions	Prior to the final presentation, I will ask students to post any questions they may have about the presentation requirements and grading criteria. We then have a study session via the review discussion board.	10.00%
Written assignments	Students will write at least two (2) short essays in response to chapter exercises. Prior to their due dates, we will have discussions via the "general questions" discussion board regarding the assignment. Additionally, I will provide input to students on an individual basis via email to help them understand the nature of the assignment.	10.00%
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.	15.00%

2. Instruction: 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 three principles of Design for Delight and the practical methods used for each principle. The first module provides an introduction to the course, the concept of the design thinking and innovation 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 student presentations 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.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Class Contribution	Students will research a specific real-world problem that can be addressed using Design for Delight and create a media presentation to be delivered to the class to demonstrate the customer empathy they have developed. Once delivered to the class they will be required to answer peers' questions regarding relevance of the research and how they gained customer empathy.
20.00%	Written Homework Assignments	Students are provided with two (2) reflection homework essay assignments where they will analyze a specific area pertinent to the Design for Delight process. Rubric is provided.
15.00%	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
30.00%	Final Presentation	Students will create a media presentation to be delivered to the class to show how they used Design for Delight to understand a customer problem, and create, test and iterate on an innovative solution. Once delivered to the class they will be required to answer peers' questions. The rubric is provided.
15.00%	Lesson completion	Students will listen to narrated lectures and respond to embedded multiple-choice and true/false questions.

4. Technology: 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.

5. Student Support: 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.

6. Accessibility: 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.

7. Online Strategies: 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: "The students will be able to empathize with a diverse range of customers to understand their needs using Design for Delight methods." After reviewing the learning objective, students are asked to watch a video on Design for Delight and the various techniques they can use to gain deep customer empathy in the problem area that they have identified. 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.

Santa Monica College
New Course: ESL - NONCREDIT 994, ESL for College and Career Pathways-Introduction

Units	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	54.00

Date Submitted:	November 2018
Degree Applicability:	Noncredit
Grading	Noncredit (Progress Indicators Used)
Repeatable	Yes
Library	Library has adequate materials to support course
Minimum Qualifications	ESL (Masters Required)
TOP Code	4930.87 - English as a Second Language - Integrated
SAM Code	E - Non-Occupational

Rationale

This course is designed to offer contextualized language support for students entering or exploring a career pathway and/or a career education course. It may be used as a component of Integrated Education and Training (IET) which is a component of the Workforce Opportunity and Investment Act Title II (WIOA II) grant, and an important component of the Noncredit Strong Workforce grant, and the California Adult Education Project (CAEP). To date, there has not been an ESL course which focuses exclusively on college and career readiness in the context of specific career pathways.

I. Catalog Description

This high intermediate/advanced ESL course introduces English language speaking, writing, listening, reading, vocabulary, and study skills as related to specific academic and career pathways. Students in this course are introduced to critical thinking, teamwork, cultural awareness and autonomous learning strategies that are transferable to college and career pathways.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Ventures Transitions, Student's Book, Bitterlin, G., et al., Cambridge University Press © 2010, ISBN: 9780521186131;
2. Project Success 5, Gwynne, S., et al., Pearson Education © 2014;
3. CareerView Exploring the World of Work, Molinsky, S and Bliss, B, Pearson Education © 2018;

III. Course Objectives

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

1. Identify job titles, responsibilities, and places of work.
2. Ask for information about prospective jobs on the telephone or in person.
3. Engage in discussions and role plays about academic and career related topics.
4. Identify differences in U. S. workplace communication styles.
5. Identify personal strengths, weaknesses, skills and past work experience.
6. Distinguish main ideas and relevant details from a variety of readings on academic and career related topics.
7. Take notes on readings.
8. Identify and apply reading strategies to comprehend academic and career related texts.
9. Identify relevant vocabulary in academic and career-related texts to review and study.
10. Use appropriate vocabulary and idiomatic expressions relevant to college settings and the workplace.

11. Read and write work related messages.
12. Edit writing for grammatical form, word choice, spelling, and mechanics.
13. Identify relevant online resources to meet school or work needs

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Other, Field Trips, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Listening: may include dialogues, detailed conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or audio/video segments on topics in the workplace and academia
20.00%	Speaking: may include pair, small group, and whole class discussions, role plays, interviews. Pronunciation exercises. Group and individual presentations on college and career related topics
20.00%	Reading: may include directions, email, authentic documents and forms, websites, charts, maps, graphs, tables, personal narratives, news stories, and nonfiction texts on topics covered in class and in a variety of formats, including web-based platforms.
20.00%	Writing: may include authentic forms and applications (e.g. job application), note taking, letters, email, memos, paragraphs and essays, online tools to communicate and collaborate. Revising and editing.
20.00%	Vocabulary specific to career fields and academia. Grammar/vocabulary presented in context to fulfill the objectives may include parts of speech, past/present/future tenses, noun clauses, adjective clauses, gerunds/infinitives, conditionals, modals, and passive voice.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation
20 %	Class Work
20 %	Exams/Tests
10 %	Homework
15 %	In Class Assessment (noncredit) - EL Civics Assessments
10 %	Quizzes
100 %	Total

VII. Sample Assignments:

Workplace Role Play:

1. With a partner review modals/expressions of advisability (might, could, must), and your assigned role play card with a work location (e.g. day care center), characters (e.g. parent and preschool teacher), and a scenario which requires giving feedback or suggestions (e.g. You are a preschool teacher. A child is hitting other children. You are talking to the child's father).
2. Work with your partner to write and perform

a role play that dramatizes the situation and incorporates key language and vocabulary. Perform your role play for the class. 3. When others are performing their role plays, listen and take notes on key information (e.g. Who are the speakers? What suggestions did you hear?) and be prepared to share with the class.

Ranking Activity:

1. Join a small group based on similar past work or college experience (e.g. customer service, medical studies, childcare). 2. Work with your group to review a list of personal traits (e.g. punctual, hardworking, creative, energetic, experienced,) and relevant occupations. Work with your group to rank the top three traits for each occupation. Be sure to share reasons why those traits are important in those professions. Use language practiced in class (The reason I think this is _____. This is why I think ____ is the most important. In my opinion _____ is the most important). 3. Present your group's rankings to the class. 4. Work with a partner to discuss your own qualities as a potential employee and include at least one example from past experience (e.g., I am hardworking. When I worked at a dry cleaner's, I was the first employee to arrive and the last to leave.).

VIII. Student Learning Outcomes

1. Demonstrate knowledge of appropriate workplace communication.
2. Demonstrate the ability to discuss experience, qualifications, and skills in a job interview.

Santa Monica College

New Course: ESL - NONCREDIT 995, ESL for College and Career Pathways-Effective Communication

Units	0.00
Total Instructional Hours (usually 18 per unit):	27.00
Hours per week (full semester equivalent) in Lecture:	1.50
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	54.00

Date Submitted:	June 2019
Degree Applicability:	Noncredit
Grading	Noncredit (Progress Indicators Used)
Repeatable	Yes
Library	Library has adequate materials to support course
Minimum Qualifications	ESL (Masters Required)
TOP Code	4930.87 - English as a Second Language - Integrated
SAM Code	E - Non-Occupational

Rationale

This course is designed to offer contextualized language support for students entering or exploring a career pathway and/or a career education course. It may be used as a component of Integrated Education and Training (IET) which is a component of the Workforce Opportunity and Investment Act Title II (WIOA II) grant, and an important component of the Noncredit Strong Workforce grant, and the California Adult Education Project (CAEP). To date, there has not been an ESL course which focuses exclusively on college and career readiness in the context of specific career pathways.

I. Catalog Description

This high intermediate/advanced ESL course focuses on English language speaking, writing, listening, reading, vocabulary and study skills as related to specific academic and career pathways. Students produce written work and oral presentations relevant to their field as they apply critical thinking, cultural awareness, and autonomous learning strategies that are transferable to college and career pathways.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Ventures Transitions, Student's Book, Bitterlin, G., et al., Cambridge University Press © 2010;
2. CareerView Exploring the World of Work, Molinsky, S and Bliss, B, Pearson Education © 2018;
3. Project Success 5, Gwynne, S., et al., Pearson Education © 2014;

III. Course Objectives

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

1. Actively engage in discussions and role plays about academic and career related topics.
2. Summarize key information and relevant details from academic and career related texts.
3. Take notes from authentic materials such as lectures, media presentations and interviews.
4. Infer meaning of unfamiliar vocabulary in academic and career-related texts using contextual clues
5. Use appropriate vocabulary and idiomatic expressions relevant to college settings and the workplace.
6. Produce written work (e.g. email, cover letters, resumes, business memos) in academic and career-related contexts.
7. Edit writing for grammatical form, word choice, spelling, mechanics, and organization
8. Produce group and individual oral presentations on academic and career-related topics.
9. Compare and contrast U.S. workplace culture expectations with those of other cultures.
10. Identify, describe, and use relevant online resources to meet school or employment needs.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Group Work, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Listening: may include dialogues, detailed conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or audio/video segments on topics in the workplace and academia
20.00%	Speaking: may include pair, small group, and whole class discussions, role plays, interviews. Pronunciation exercises. Group and individual presentations on academic and/or job-related issues.
20.00%	Reading: may include directions, email, authentic documents and forms, websites, charts, maps, graphs, tables, personal narratives, news stories, and nonfiction texts on topics covered in class and in a variety of formats, including web-based platforms
20.00%	Writing: may include authentic forms and applications (e.g. job application), note taking, letters, email, memos, paragraphs and essays, online tools to communicate and collaborate. Revising and editing.
20.00%	Vocabulary specific to career fields and academia. Grammar/vocabulary presented in context to fulfill the objectives may include parts of speech, past/present/future tenses, noun clauses, adjective clauses, gerunds/infinitives, conditionals, modals, and passive voice.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation
20 %	Class Work
10 %	Exams/Tests
10 %	Final Project
10 %	Homework
15 %	In Class Assessment (noncredit) - EL Civics assessments
10 %	Quizzes
100 %	Total

VII. Sample Assignments:**Summarizing A Text:**

Work with a partner in a shared career/college pathway (e.g. home health aide, business). Read and/or listen to a text and take notes on the main ideas and relevant details using a graphic organizer such as a T Chart. After completing the chart, practice summarizing the article (e.g. According to the author, the most important point is _____. The author states that _____) with your partner(s). Join another pair of students to form a group of four. Work with your partner to summarize the article for your new partners who have not read the article.

Cultural Misunderstandings Skits/Discussion:

1. Work in multi-cultural groups of 4-5, to discuss workplace expectations in different cultures (e.g. gender roles, time off, salary, customer service). 2. Choose one common misunderstanding, and work with your group to write a skit in which a cultural misunderstanding occurs in a specific workplace (e.g., a man incorrectly assumes that he will be given paternal leave at his teaching job; an employee at a hotel is fired because she doesn't smile enough). 3. Perform the skit for the rest of the class. 4. After each skit, discuss with a partner (Why did the misunderstanding occur? How could it have been prevented? What language contributed to or helped to solve the problem? What were the results of the miscommunication, and what can the participants do now?).

VIII. Student Learning Outcomes

1. Demonstrate the ability to interact appropriately in a variety of authentic work-related contexts.
2. Demonstrate the ability to research and present about a topic in a specific career or academic field orally or in writing.

Santa Monica College
Substantial Change/Distance Education/Global Citizenship:
ART HISTORY 22, Architectural History and Theory - 185 to Present

Units	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00
Date Submitted:	August 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	Area 3A: Arts
CSU GE Area:	Area C1: Arts, Dance, Music, Theater
SMC GE Area:	Area III: Humanities

Rationale

This course is the continuation of the Architectural History curriculum at SMC and will allow students to continue understanding the impact architecture has on cultures.

I. Catalog Description

Through the use of lectures, slides, and field trips, architecture will be studied from the mid-19th Century social and industrial conditions to current sensibilities represented by various creative individuals, movements and buildings. Cross references will be made to ideas of other arts, sociopolitical theory, and society in general.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Modern Architecture Since 1900, 2nd, Curtis, W. J. R., Prentice Hall © 1987;
2. A Global History of Architecture, 3rd, FRANCIS D.K. CHING, Wiley © 2017, ISBN: 978-1118981337;

III. Course Objectives

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

1. Proceed through a chronological review of major movements in architecture from the seventeenth century to the present, this course will analyze key works to develop an understanding of specific relationships between the organization, configuration, and articulation of buildings and the historical, conceptual, and cultural arguments with which they are associated.
2. Develop an understanding of the functional, structural, and aesthetic principles associated with major stylistic and ideological movements in 19th - 21st century architecture.
3. Investigate the formal, organizational, and material strategies characteristic of these periods.
4. Interrogate the specific meanings and effects associated with the organization, configuration, and articulation of buildings and building elements.
5. Develop a coherent written, spoken, and graphic vocabulary with which to interpret and analyze these works.

IV. Methods of Presentation:

Other (Specify)

Other Methods: Class lectures will include slide presentations in order to amplify and fortify text, and present additional material; show how local architects' and the instructor's work relate to historical movements; present viewpoints not included in the text; compare the organization of various buildings. Student participation; field trips to local buildings.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.00%	After the Revolution: The Ideological Uses of Neoclassicism
5.00%	The Gothic Revival: Antimodern and Proto-Nationalist
5.00%	The New Iron Age: The Spread of Metal and Glass Technologies
5.00%	The Rise of the Metropolis: Urbanism and the New Scale of Architecture
5.00%	Lifestyles and House Form: Apartments, Row Houses, Bungalows, and Utopias
5.00%	The Beaux-Arts: Eclecticism and Professionalism
5.00%	Arts and Crafts: Design and Dignity of Labor
5.00%	The Twilight of Western Imperialism: Monuments to the White Man's Burden
5.00%	Art Nouveau and the Search for Modern Form: Architecture without Precedents
5.00%	American Skyscrapers and Automobiles: Mass Production Meets Individualism
5.00%	Totalitarian Settings in Modern Europe: Architecture as Propaganda
5.00%	The Contemporary Movement: Blobs and Boxes
5.00%	European Modernisms: A Dialogue between Form and Function
5.00%	The International Style and the Advent of the Welfare State: Modernism becomes Conventional
5.00%	The Birth of the Third World: Experiments in Postcolonial Architecture
5.00%	The Expressionist Resurgence: Hybrids and Mass Culture
5.00%	Postmodern Movements: Populism, Radicalism, and Irony
5.00%	Multinational Practice: Globalization, High-Tech, and Hypertexture
5.00%	Toward an Ecological Worldview: Architecture and the Anthropocene
5.00%	The Digital Vanguard
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
10 %	Field Trips - (One report on field trip)
30 %	Final exam
20 %	Midterm exams
20 %	Papers - (One Essay)
10 %	Quizzes - (Two)
100 %	Total

VII. Sample Assignments:

Building Analysis:

Students will have to identify a building in Los Angeles built during the periods highlighted in the class and write a 3-5 page paper discussing what period it is from and how it can be identified by the aesthetic qualities.

Materials and Light:

Students must discuss how materiality and light of a building of their choice that was built prior to 1950. They will interrogate concerning what materials are used and why, what are the aesthetic and kinetic qualities of the chosen materials, and how do they impact the perception of the chosen structure. Students will write a 3-5 page paper about their chosen building.

VIII. Student Learning Outcomes

1. To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
2. To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.
3. To engage in interdisciplinary, cross-cultural, and relational thinking through a critical examination of interdisciplinary connections with art globally and throughout history; Contextualizing works of art within their larger social, political, and economic function.
4. To demonstrate that contemporary visual culture is not random but on the contrary a mediated chain of material signifiers that is both historically and culturally embedded.
5. To understand how recent and current events have impacted the built environment at a global level and how they continue to affect the way cities are built today.

AHIS 22 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

Contact/Interaction Guidelines and Best Practices:

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will be in regular contact with students. There will be a discussion for each individual topic as well as one for general questions concerning the course which the instructor will check daily and respond to all questions within 24 hours. The instructor will send regular announcements to the class using the Announcement feature in the learning management system (LMS) in place at the beginning of every week, and during the week as needed, and will also send all announcements via email. The instructor will respond to students' comments and questions via chats, email, and the mail option on the LMS within 24 hours. The instructor's contact information will be located both on the syllabus, as well as on the introduction discussion. The instructor will provide support as needed for course navigation - the instructor will send out a welcome letter before the class starts with information about course content, expectations, how to navigate online courses, and references for the students to review about online courses. During the class, the instructor will regularly communicate with students about assignments, quizzes, and exams. There will be clear and detailed instructions embedded in each module and activity, and the instructor will also contact students with important reminders and with key points. The instructor will provide feedback to students individually as well as to the

entire class. For example, the instructor may post a general feedback message to the class about a topic. The instructor will also host a weekly online office hour where students can talk to me one on one either with any questions or concerns they have. They will also have a regularly scheduled office hour on campus for students to come with any concerns they have. Finally, the instructor will provide study sessions for both the midterm and the final, and these will be offered both digitally and on campus.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will communicate regularly with each other via the LMS. For each module, students will interact in a threaded discussion forum that will be based around identifying certain buildings and discussing individualized questions for each structure. Students will respond to a discussion topic and will then respond to each other. Student-student interaction is designed to reinforce the course material and learning outcomes as well as to build a sense of community among learners. For example, all students will have to respond to an introductory discussion, answering questions about themselves and then respond to other people's answers.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students interact with course materials several times a week. Each unit has an overview, with all of the expectations, goals, and dates listed for that unit. For each module, students will read the assigned chapter, watch the instructor's lecture and review lecture notes, students will also have access to the instructor's slides and should review them thoroughly for each lecture. For each module students will have an image assignment discussion question, interact with each other, and take a quiz. The instructor will provide a range of assignments and activities to address different learning styles. For some units, students will watch a video pertaining to a certain structure, design technique, period, etc. and answer discussion questions. For some units, students will review a media artifact (an advertisement, for example) and analyze it according to certain criteria. Other assignments will ask students to research an issue and write a short paper. All course materials will be accessible. Students will interact with the materials several times a week, and the due dates are staggered throughout the week.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	There will be a weekly discussion board based around the examination of various structures related to the relevant time period. Students will need to both produce their own comment for a structure as well as critique comments made by their fellow students.	8.00%
Study and/or Review Sessions	There will be online study sessions for both the midterm and the final that will be facilitated by the faculty. Students will be required to attend at least one session for each.	2.00%
Online Lecture	There will be weekly online lectures that must be attended by the students.	20.00%
Written assignments	There will be two written assignments for this course.	18.00%
Exams	There will be a midterm and a final for this course.	6.00%

2. Instruction: 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 content is organized in to weekly modules. For a regular 16 week semester, one module is covered each week, following the same general schedule as the on-ground class. The approximate schedule is as follows and will be changed as needed: Discussion posts will be due by Friday, peer responses will be due by Sunday, the assignment will be due by Friday, and the quiz will be open from Monday - Sunday. For each module, there is 1) an overview (with the learning objectives, goals, assignment list, and deadlines, links to all of the content, and an outline for each chapter), 2) the instructor's lecture notes (which may include written notes, PowerPoint, or a video), 3) a discussion forum, 4) an assignment, and 5) a quiz. Class content is presented in visibly

distinct modules. Modules are consistently structured and sequenced to allow students to better anticipate and manage their workload. A variety of modalities, such as text, audio, video, images and/or graphics, and 3D models are used to create student-centered learning. There will also be links provided on a regular basis that will bring to the attention of students current events that have relevance to the course.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Final Exam	The final exam consists of image identification questions, short answers, and a longer essay question.
20.00%	Midterm Exam	The class will have a midterm exam that will consist of image identification, short answer questions, and an essay.
25.00%	Papers/Projects	All students will complete at least one paper, and have the option of doing either a second paper or a digital project.
15.00%	Image Assignments	Students will have to participate in weekly discussion in which they must critique images and then also critique the responses of some of their fellow students. These image assignments will also serve as study guides for the midterm and final.
10.00%	Chapter Quizzes	Students will have to take online chapter quizzes for each chapter. These will consist of 15-20 multiple-choice questions.

4. Technology: 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.)

An instructor would need to be trained for teaching online. For example, an instructor could take the @One training course, as well as attend workshops at SMC, consult with other faculty, and participate in distance education activities offered, such as the peer review of course shells. The instructor should have a good working knowledge of the LMS, as well as proficiency in powerpoint, and have the ability to disseminate information digitally, such as lecture videos, powerpoints, audio files, etc.

5. Student Support: 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 course links to the LMS support (the technical support phone number and the link to submit an online form), the SMC Distance Ed page, the Smart-Thinking Online Tutoring program, and other services offered at SMC, such as the Disability Office, the bookstore, and the Center for Wellness, etc. All of this information is also included in the syllabus. Some information, such as technical support, are listed in numerous places on the LMS (such as the home page, at the end of assignment instructions, in the FAQ page, etc), so students can always find that information. The textbook will be available both in hard copy from the SMC bookstore, as well as digitally, and links to both will be provided. There will also be a link both on the syllabus and in the course shell to online writing services provided by universities around the country.

6. Accessibility: 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 course will ensure access for students with disabilities. All video will be captioned, all PowerPoints and Word documents will be accessible, all photos on the LMS will include a description that can be read by screen readers.

7. Online Strategies: 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.).

One course objective is "Develop a written, spoken, and graphic vocabulary with which to interpret architectural works." For this objective one lesson could be to technically analyze an individual structure from any in the world that fits into the Gothic Revival period. The students would be assigned readings discussing the Gothic Revival period, as well as readings addressing the Gothic period so they can gain a better understanding of what makes this period a "revival". Next, students will be asked to upload their chosen building into a discussion prompt created by the instructor. They would then have to discuss the structure using technical terms to highlight the various design techniques, materials, and organizational configuration that situate this building into the Gothic Revival. Students would then have to comment on at least two other students' images and critique their analysis. The students would then watch a short video clip from the Khan Academy describing the Gothic Revival, after which they will be asked to reanalyze their building, using both the response from their fellow students and the video to improve their original submission. Then they will submit their final critique as a short paper submitted via the LMS. Finally, they will take a short quiz over the material.

AHIS 22 Global Citizenship Application

Global Citizenship Category

Global Studies

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a course must meet three criteria (see below).

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).

Student Learning Outcomes that pertain to this Global Citizenship Category

- To demonstrate visual literacy and effectively communicate visual phenomenon with appropriate art historical terms; emphasizing cultural connections with the art objects' larger social, political, and economic context while noting how that function may have changed over time.
- To acquire research skills including the ability to evaluate sources and evidence and distinguish common methodologies used in art historical analysis.

Narrative

The history of architecture is intrinsically linked to and rooted in the global environment. All cultures at one time or another have made attempts to express their social, cultural, political and religious beliefs via architecture, and certain qualities possessed by architecture transcend the limits of geography and communication appearing in cultures around the world. To understand the history of architecture and the impact it has on communities and cultures it is paramount that one study architecture on a global scale. Furthermore, many of these traits and qualities, favored by past cultures, find their way into contemporary design, and the influence that past architecture has on our current built environment is easily recognizable. The discovery of new materials and technologies led to an explosion of new architectural designs throughout the world, leading to rapid growth in building and urban design, while the global devastation of World War II forced architects at an international level to deal with rebuilding cities in an affordable and efficient manner. Furthermore, while architecture permeates across all cultures, and is vital in our understanding of past cultures, it also is unique within each individual society in the way that it is utilized. Various factors contribute to a culture's ability to build on a large scale, and none of these factors operate in isolation. With increased political and social stability comes the possibility of procuring resources and producing structures exemplifying cultural traits, as technology improves societies gain the ability to create more advanced buildings more economically, and when cities expand into new spaces the architecture is adapted to the new environment. Architecture, for many past cultures, is the only record that exists and it is vital to our understanding of past civilizations, the ability they possessed to create structures that to this day impact architecture and urban design, and the awe these structures inspire.

Santa Monica College
Substantial Change: ESL - NONCREDIT 911, Beginning Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	May 2011
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the title of the course has been modified.

I. Catalog Description

In this course, beginning ESL students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Keynote 1A, First, Bohlke, David, Heinle Cengage © 2016, ISBN: 9781337108768;
2. Trio Listening and Speaking Book 1, First, Savage, Alice and Colin Ward, Oxford University Press © 2017, ISBN: 9780194203067;
3. Q Skills For Success Listening and Speaking Intro, 2nd, McClure, Kevin and Vargo, M., Oxford University Press © 2015;
4. Inspire 1, Douglas, Nancy and Boon, A. , National Geographic Learning; Cengage © 2015;

III. Course Objectives

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

1. Ask and answer simple questions in a variety of familiar contexts (e.g. work, school, the community).
2. Give and respond to step by step oral instructions.
3. Identify the main idea and a few details in short listening passages.
4. Ask questions to check understanding of information presented.
5. Discriminate between questions and declarative statements.
6. Identify stated purpose or point of view of a speaker.
7. Check accuracy of predictions in a listening passage.
8. Listen for key words to support comprehension.
9. Speak about familiar topics, experiences, or events with relevant facts and some details.
10. Recount a short sequence of events in order.
11. Use appropriate word order when forming questions/statements.
12. Use common linking words to connect events and ideas (e.g. first, after that, finally).
13. With support, gather information from a digital source and share/summarize it orally.
14. Access online platforms (e.g. Canvas) and/or online support (e.g. learning apps).

IV. Methods of Presentation:

Field Trips, Group Work, Lecture and Discussion, Projects, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>

40.00%	Speaking: Conversations and discussions in pairs, small groups, whole class and short presentations/role plays on familiar topics covered in class (e.g. workplace, shopping, school, community, family, health, weather, telephone, social interaction, and safety)
35.00%	Listening: Listen and respond to simple sentences, dialogs, conversations, phone messages, instructions, and/or brief audio/video segments on familiar topics (e.g. workplace, shopping, school, community, family, health, weather, telephone, social interaction, and safety).
20.00%	Grammar/vocabulary practiced and discussed in context to fulfill course objectives may include verb forms, simple present tense, simple past tense, present/past continuous tense, simple future, basic modals (can, should), adverbs of frequency, nouns (singular, plural, non-count) pronouns, adjectives, and prepositions.
5.00%	Pronunciation presented and practiced in context to fulfill the course objectives may include rising and falling intonation (yes/no WH questions), voiced and voiceless consonants (final "s"), word stress (ordinal and cardinal numbers), and lax and tense vowel sounds (letters of the alphabet).
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
25 %	Class Participation
25 %	Class Work
10 %	Exams/Tests
10 %	Homework
20 %	In Class Assessment (noncredit)
10 %	Oral Presentation
100 %	Total

VII. Sample Assignments:

Give and Respond to Oral Directions: 1. Work with a group of 3 or 4. The teacher will give your group a card with a familiar task (e.g. brush your teeth, make a sandwich) and some props related to the task. 2. Work with your group to create a sequence of step by step instructions to perform the task (e.g. Open the bag. Take out two pieces of bread. Pick up the knife). 3. Give directions to your partners. Use sequence words (First, after that, next, finally). Your partners should demonstrate by acting out/pantomiming each step. Switch roles. 4. Present your sequence to the class. 5. For extra practice, record yourself giving directions and post the recording to Canvas.

Favorite Restaurant Conversation Websearch: 1. Work with the class to brainstorm a list of your favorite local restaurants while the teacher writes the names of the restaurants on the board. 2. Work with your group to ask and answer Wh- questions about your favorite restaurant. 3. Form a group of four. Use an Ipad to search for the web addresses of your favorite restaurants. 4. Post the links to a Padlet page embedded in Canvas. 5. Tell the class about your favorite restaurants.

VIII. Student Learning Outcomes

1. Demonstrate communicative competence by conversing appropriately with diverse partners on familiar topics.
2. Demonstrate listening proficiency by recounting key information from listening passages on familiar topics.

Santa Monica College
Substantial Change: ESL - NONCREDIT 913, Intermediate Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	May 2011
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the title of the course has been modified.

I. Catalog Description

In this intermediate ESL course, students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. NorthStar 2: Listening and Speaking, Fourth, Frazier, Laurie and Robin Mill, Pearson © 2015, ISBN: 9780134280813;
2. 21st Century Communication: Listening, Speaking, and Critical Thinking 1, First, Baker, Lida and Laurie Blass, Heinle Cengage © 2017, ISBN: 9781337275804;
3. Topnotch 2, Third, Saslow, J and Allen Ascher, Pearson © 2015, ISBN: 978-0133928945;
4. Trio2 Listening and Speaking, Blass, L, Oxford University Press © 2017, ISBN: 9780194203074;
5. Q Skills For Success Listening and Speaking 2, Second, Brooks, M, Oxford University Press © 2015;

III. Course Objectives

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

1. Make predictions before and during listening, and check them after listening.
2. Set a purpose to focus one's listening.
3. Listen for and use a variety of transitions in spoken texts (e.g. however, another reason is, for example).
4. Summarize the main idea and a few details in a listening passage containing some unfamiliar language.
5. Use listening strategies (e.g. context clues) to infer meanings of unfamiliar vocabulary.
6. Use strategies to confirm understanding of a conversation by asking questions, repeating main points, and asking for general clarification.
7. Use appropriate language to agree and disagree in conversations and discussions.
8. Deliver an organized oral presentation on a topic of personal interest that includes some research and acknowledges a source.
9. Recognize and use word stress and intonation to express ideas and feelings.
10. Employ some academic and content-specific vocabulary in oral discourse.
11. With support, gather information from a digital/media source and paraphrase findings orally.
12. Communicate in online forums (e.g. Canvas).
13. Access digital media for ongoing independent learning (e.g. online learning tools, short videos, learning apps).

IV. Methods of Presentation:

Field Trips, Group Work, Lecture and Discussion, Online instructor-provided resources, Projects

V. Course Content

<u>% of Course</u>	<u>Topic</u>
40.00%	Speaking: Pair work, small group, and whole class dialogs, role plays, conversations, interviews, and discussions. Group and individual presentations on content/topics covered in class (e.g. career/academic goals, employment, school, shopping, family, community, travel, culture, health, safety, technology).
35.00%	Listening: may include dialogs, reports, conversations, phone messages, podcasts, interviews, instructions, guest speakers, lectures, 2-5 min. audio/video segments on familiar topics covered in class (e.g. career/academic goals, culture/customs, employment, school, shopping, community, travel, health, safety, technology).
20.00%	Grammar/vocabulary presented in context to fulfill the course objectives may include simple and continuous tenses in past, present, and future; and perfect aspect in present & present continuous, present passive voice, real conditional with If-clauses, gerunds/infinitives, count/noncount nouns, comparative/superlative adjectives, tag questions and some academic and content-specific vocabulary.
5.00%	Pronunciation: Pronunciation presented and practiced in context to fulfill the course objectives may include intonation, syllable stress, word stress, and vowel sounds
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation
10 %	Exams/Tests - Quizzes and exams.
5 %	Group Projects
10 %	Homework
30 %	In Class Assessment (noncredit)
15 %	Oral Presentation - Includes individual and group presentations
100 %	Total

VII. Sample Assignments:

Group Presentation: 1. Work with the class to brainstorm a list of questions one might ask about a holiday or tradition (e.g. Where does it take place? When is it? Who celebrates it? What do people eat?) 2. Work with a group of 3 or 4 to select one international holiday or tradition (e.g. Nowruz, Chinese New Year, Dia de los Muertos). Prepare an oral presentation with visual support to describe the holiday or tradition. Be sure to answer the basic questions. Cite and include at least one fact in the presentation. 3. Deliver your presentation to the class.

Agreeing and Disagreeing Conversation Game: 1. Work with a group of four. 2. Each student in the group will be given 4-5 cards-each with different conversational phrases (e.g. I couldn't agree more. I am afraid I have to disagree. Can I add something? That's a good point, but I am not sure I agree.). Work with your group to make sure everyone understands the phrases. 3. The teacher will display a controversial

statement (e.g. Homework is a waste of time. Online learning is more efficient than learning in a classroom.). 4. Discuss your ideas on the topic for 5-7 minutes. In the discussion, try to appropriately use the phrase on your card and add a relevant reason for your opinion. When you do so, lay your card down on the desk. 5. When the instructor calls time, the student who has the fewest cards left in his hand is "the winner".

VIII. Student Learning Outcomes

1. Demonstrate listening proficiency by identifying main ideas and supporting ideas in informational listening passages.
2. Demonstrate proficiency in an oral presentation focused on a familiar topic and incorporating some research.

Santa Monica College
Substantial Change: ESL - NONCREDIT 915, Advanced Listening and Speaking

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	May 2011
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the title of the course has been modified.

I. Catalog Description

In this advanced ESL course, students focus on developing listening and speaking skills needed to communicate effectively in social, work, and academic contexts.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Q Skills for Success 4: Listening and Speaking, second, Freire, Robert and Tamara Jones, Oxford University Press © 2015, ISBN: 9780194819282;
2. NorthStar 4: Listening and Speaking, Fourth, Ferree, Tess and Kim Sanabria, Pearson © 2015, ISBN: 9780134280837;

III. Course Objectives

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

1. Listen and identify main ideas and specific information (e.g. cause/effect, fact/opinion, claim/counterclaim) from a variety of authentic sources (e.g. guest speakers, video, podcasts).
2. Identify a speaker's purpose, point of view, and/or emphasis by attending to register, stress, intonation, and word choice.
3. Summarize the main ideas in an academic or workplace presentation of complex information.
4. State an opinion and support it with evidence and facts.
5. Participate in conversations and extended discussions on a wide variety of topics and performing a variety of functions (e.g. to speculate, agree/disagree, collaborate, resolve conflict).
6. Use strategies to confirm understanding of a conversation by asking questions and rephrasing key points to clarify key points.
7. Ask and answer questions about background, experience, skills, and career goals in a formal job interview.
8. Adjust language in accordance with level of formality required in social, workplace, and academic settings.
9. Present findings on a researched topic (e.g. a current event in the news) citing the source.
10. Listen for and use more complex and varied transitions (e.g. first of all, moreover, likewise) that link, organize, and clarify ideas.
11. Infer meanings of unfamiliar vocabulary in listening passages using context and other cues.
12. Prepare and deliver a well-organized oral presentation incorporating research and multimedia support (e.g. Powerpoint).
13. Communicate and collaborate in online forums (e.g. Canvas).

14. Use digital media for ongoing independent learning (e.g. online learning tools, short videos, learning apps).

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Projects, Field Trips, Group Work

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.00%	Listening: Extended audio/video segments on familiar and new topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community ,technology). Listening may include dialogues, conversations, guest speakers, phone messages, interviews, instructions, lectures, and/or podcasts.
40.00%	Speaking: Pair, small group, and whole class dialogues, conversations, role plays, interviews, discussions, and individual/group oral presentations on content/topics covered in class (e.g. workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, technology).
20.00%	Grammar and vocabulary presented in context to fulfill the objectives may include parts of speech, past/present/future simple, continuous, and perfect tenses, question forms, embedded questions/noun clauses, tag questions, passive voice, conditionals, connectors, and/or cohesive devices.
5.00%	Pronunciation: Pronunciation presented and practiced in context to fulfill the objectives may include rising and falling intonation, voiced and voiceless consonants, syllable stress, tense and lax vowel sounds, reduced forms, consonant clusters.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation
10 %	Exams/Tests
5 %	Group Projects
10 %	Homework
30 %	In Class Assessment (noncredit)
15 %	Oral Presentation
100 %	Total

VII. Sample Assignments:

Presentation on a Current Event: 1. After a class discussion of news and current events and the use of passive voice, create a group of 4-5 students. 2. Select one current news event to research and discuss with your group. 3. Prepare an oral presentation with visual support in which you and your group introduce the news event, describe the news event, explain why the event is significant, offer an opinion on the event, and offer a conclusion. Each group member is responsible for one part of the presentation. 4. Add visuals to the Google Docs Slide Presentation. 5. Practice your presentation, including the transitions from one speaker to the next. 6. Deliver your presentation to the class.

Job Interview Practice : 1. Work with the class to brainstorm a list of common job interview questions. 2. Practice job interviews with a partner using the questions. 3. After practicing, join another pair of students. Listen to their job interviews and complete a job interview checklist (e.g. Did the interviewee introduce himself? Did the interviewee make eye contact?). 4. After the interviews are complete, offer feedback and suggestions to your partners.

VIII. Student Learning Outcomes

1. Demonstrate proficiency in an oral presentation focused on a summary of a topic of research.
2. Demonstrate communicative competence by asking and answering questions in a formal setting (e.g. a job/volunteer interview).
3. Demonstrate listening proficiency by summarizing the main ideas of a workplace or academic presentation.

Santa Monica College
Substantial Change: ESL - NONCREDIT 961, Beginning Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	August 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the course will be part of a CDCP Certificate of Competency.

I. Catalog Description

This course is designed for the beginning ESL student. Students at this level will focus on developing their reading, vocabulary, and writing skills for success at work, school, and in the community. Students in this class learn to read a variety of texts and to write short notes and emails.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Weaving It Together 1: Connecting Reading and Writing, 4th, Broukal, Milada, NGL-Cengage Learning © 2016;
2. Q Reading and Writing Intro, 2nd, Bixby, Jennifer and Joe McVeigh, Oxford University Press © 2015;
3. True Stories 2, 4th, Heyer, Sandra., Pearson © 2018;

III. Course Objectives

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

1. Identify basic features of a text (e.g. headings, title, pictures, captions).
2. With support, use reading strategies (e.g. skimming, scanning previewing, predicting) to aid comprehension.
3. With support, use context (e.g. pictures, headings, subtitles) to infer meaning of unfamiliar vocabulary.
4. Interpret basic written instructions and directions.
5. Interpret simple charts, maps, and tables.
6. Interpret short narrative paragraphs on familiar topics.
7. Identify the sequence of events in simple narrative passage.
8. Identify basic similarities and differences between two texts on a similar topic.
9. Interpret a short message or email and write a response.
10. Compose lists, notes, and messages on familiar topics using previously learned vocabulary.
11. Write basic Wh- and yes/no questions on familiar topics.
12. Use basic discourse markers (e.g. first, next, in addition) and conjunctions to connect ideas in written work.
13. Edit written work for subject-verb agreement, capitalization, punctuation, and basic grammar.
14. Use a writing process (pre writing, writing, editing) to produce written work.
15. Access online forums (e.g. Canvas) to locate and share information.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Field Trips, Group Work, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.00%	Reading: includes a variety informational texts such as narratives, charts, forms, schedules, dictionary entries and instructions from print and digital sources. Content-based reading topics may include workplace, career, shopping, school, family, health, technology, culture, and/or safety.
20.00%	Vocabulary: includes basic prefixes and suffixes, synonyms, and parts of speech.
30.00%	Writing: includes sentences, questions, notes, lists, messages, and short compositions on familiar topics. Assignments use the writing process (brainstorm/discussion, organizing ideas, writing, revising/editing written work).
20.00%	Grammar: includes verb forms, simple present/past, present/past progressive, singular/plural, pronouns, basic modals, adverbs of frequency, prepositions, sequence markers (first, then, finally), connectors (and, but, because), and basic punctuation and capitalization rules.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation - Class Participation (Classroom discussions and activities, small group work, pair work, and online discussions)
10 %	Class Work
20 %	Exams/Tests
10 %	Homework
20 %	In Class Assessment (noncredit)
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Sequencing Activity: 1. Work in a group of four students. The teacher will give you a set of 8-10 sentences written on separate strips. The sentences are out of order. 2. Use your understanding of time markers and connectors to arrange the sentences in the correct order. 3. When you finish, write the sentences in your notebook in the correct sequence and underline the time markers.

Round Robin-Writing Questions: 1. Work in group of four. 2. The teacher will give you one pencil and one piece of paper for each group. Take turns writing a question about a past event such as a vacation. (e.g What did you do? Where did you go? Who did you go with? Was it expensive?). Each student writes one question, and then passes the paper and pencil to the next student who will write a different question. 3. When the teacher calls time, look at the checklist on the board to edit your questions (e.g Does each question begin with a capital and end with a question mark? Does each question have a verb and a subject?). 4. Display your group's questions on the document camera. 5. For homework, share a picture of a vacation on Canvas. Ask and answer questions about your classmate's vacations in Canvas.

VIII. Student Learning Outcomes

1. Identify main ideas and a few key details in short readings on familiar topics.
2. Demonstrate writing proficiency by writing six to eight connected sentences on a familiar topic.

Santa Monica College
Substantial Change: ESL - NONCREDIT 963, Intermediate Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	August 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the course will be part of a CDCP Certificate of Competency.

I. Catalog Description

This course is designed for the intermediate ESL student. The course focuses on improving vocabulary, reading and writing skills for success at work, school, and in the community. Students learn to read a variety of informational texts and to write paragraphs for a range of purposes.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Weaving It Together 2: Connecting Reading and Writing, 4th, Broukal, Milada., National Geographic Learning; Cengage © 2016, ISBN: 9781305251656.;
2. Q: Skills for Success 2 Reading and Writing Level 2, 2nd, McVeigh, Joe. Bixby, Jennifer, Oxford University Press © 2015, ISBN: 978-0-19-481870-4;
3. North Star 1 Reading and Writing, 4th, Beaumont, John and Yancey, J., Pearson © 2017, ISBN: 978-0-1333-8216-7;
4. Pathways Foundations Reading and Writing, 2nd, Blass, Laurie and Vargo, M. , National Geographic Learning; Cengage © 2018;

III. Course Objectives

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

1. Recognize main ideas, details, and examples in a one to two page text.
2. Skim for gist/main idea, and scan for specific information in a text.
3. Interpret charts, maps, graphs, and tables.
4. Distinguish fact from opinion in a text.
5. Refer to details and examples in a text to support a claim.
6. Determine connections between ideas by interpreting transition words/connectors (e.g. for example, as a result, however, after).
7. Analyze word forms, connectors, and affixes to determine meaning.
8. Identify similarities and differences between two texts on a similar topic.
9. Use correct paragraph format (indent, margins, title) in written work.
10. Compose correspondence (e.g. letter, memo, email) for a specific purpose.
11. Employ a process to generate ideas (brainstorm, freewriting), and to organize ideas (outline, graphic organizer) before writing.
12. Revise written work for organization and unity.
13. Edit written work for grammatical form, capitalization, punctuation, and spelling.
14. Locate and share information from online sources.
15. Access online forums (e.g. Canvas) to share written work.

IV. Methods of Presentation:

Field Trips, Group Work, Lecture and Discussion, Projects, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.00%	Reading: may include informational texts, charts, maps, graphs, and tables from print and digital sources. Content-based reading topics may include workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, technology.
15.00%	Vocabulary: may include basic prefixes and suffixes, synonyms, antonyms, parts of speech, word forms/word families, some content-specific and academic vocabulary.
35.00%	Writing: includes assignments such as writing an organized paragraph on a familiar personal topic (e.g. a career goal, a past experience, an important person) with topic sentences, supporting sentences, and concluding sentences. Writing assignments use the writing process to generate ideas, revise, edit, and re-write.
15.00%	Grammar: is presented in context to fulfill the course objectives. It may include: simple and continuous tenses in past, present, and future; perfect aspect in present and present continuous, present passive voice, real conditional with If-clauses; gerunds/infinitives, count/noncount nouns, and comparative/superlative adjectives.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
10 %	Class Work
20 %	Exams/Tests
10 %	Homework
20 %	In Class Assessment (noncredit)
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Group Pre-write/Brainstorm:

1. Work in a group of four. 2. Choose one student to be the writer, one student to be the speaker, one student to be the coach, and one student to be the timekeeper. 3. The coach will lead the discussion of the pros and cons of owning a pet. The timekeeper keeps time, as the writer writes the group's ideas on a piece of paper. After ten minutes, the timekeeper calls time. The speaker will share the group's ideas with the rest of the class. 4. Use the ideas brainstormed in class to help you create an outline for a paragraph on the pros (or cons) of owning a pet.

Peer Editing : 1. Exchange the draft of your paragraph with a partner. 2. Read your partner's paragraph. Use the peer editing checklist to give your partner feedback (Does each sentence begin with a capital and end with a period? Does every sentence have a subject and a verb? Are all the verbs in the correct tense?) 3. Share your feedback with your partner.

VIII. Student Learning Outcomes

1. Demonstrate writing proficiency by composing a correctly formatted narrative or informational paragraph.
2. Identify effective pre-reading, reading, and post-reading strategies.
3. Identify main ideas and supporting details in a text.

Santa Monica College
Substantial Change: ESL - NONCREDIT 965, Advanced Reading and Writing

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	August 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the course will be part of a CDCP Certificate of Competency.

I. Catalog Description

This course is designed for the advanced ESL student. The course focuses on improving vocabulary, reading and writing skills for success at work, school, and in the community. Students learn to read a variety of informational texts and to write multi-paragraph compositions.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Weaving It Together 3: Connecting Reading and Writing, 4th, Broukal, Milada, National Geographic Learning; Cengage © 2016, ISBN: 9781305251663;
2. NorthStar 3: Reading and Writing, 4th , Barton, Laurie and Carolun Dupaquier, Pearson © 2017, ISBN: 9780132940399;
3. Q: Skills for Success 4 Reading & Writing, 2nd , Daise, Debra and Norloff C, Oxford University Press © 2015;

III. Course Objectives

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

1. Compare information from a variety of sources and a variety of formats (e.g. a website, chart, graph, etc.)
2. Cite textual evidence to support interpretation of a text.
3. Analyze information (e.g. identify audience, purpose, point of view) from several texts on the same topic to write or speak about the topic.
4. Analyze the language of a text (syntax, word affixes, parts of speech, connectors) to interpret meaning.
5. Use an English-English dictionary.
6. Summarize the main ideas and recount important details of a text.
7. Compose appropriately formatted formal correspondence (e.g. letter, memo, email) for a specific purpose.
8. Employ a writing process to generate written work.
9. Edit written work for grammatical form, sentence boundaries, and spelling.
10. Use appropriate transitions to connect ideas in written work.
11. Support main ideas in written work with appropriate details, reasons, and/or examples.
12. Use digital sources and appropriate search terms to locate and share information from multiple sources.
13. Access online forums (e.g. Canvas) to communicate and collaborate with others.

IV. Methods of Presentation:

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.00%	Reading: includes a variety of informational texts from print and digital sources. Content-based reading topics may include workplace/career readiness, education, news, travel, interpersonal skills, finance, shopping, health/safety, community, and technology.
15.00%	Vocabulary: may include prefixes and suffixes, synonyms, antonyms, word forms/word families, using an English-English dictionary, word choice, and/or collocations.
35.00%	Writing: includes multi-paragraph compositions for a variety of purposes (to inform, describe, narrate, summarize, and/or persuade); writing topic sentences, supporting sentences (examples, reasons, details), and conclusions; and using the writing process to generate ideas, revise, edit, and re-write.
15.00%	Grammar: is presented in context to fulfill the objectives. It may include: parts of speech, past/present/future simple, continuous, and perfect tenses, noun clauses, adjective clauses, passive voice, conditionals, connectors, cohesive devices, sentence structure, and sentence boundaries.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation
10 %	Class Work
20 %	Exams/Tests - Tests and quizzes
10 %	Homework
20 %	In Class Assessment (noncredit)
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Reading Prediction Activity: 1. Working with a partner, you have 45 seconds to look at the title, subheadings, and pictures of an article. 2. Close your books. With your partner, discuss what you believe the article will be about and list what you already know about that topic. 3. Share your prediction or what you already know with the rest of the class while the instructor records ideas on the board. 4. After reading the text, work with your partner to check which predictions were correct, and to add three more items to the list of what you know about the topic.

Pre- Writing Exercise: 1. Contribute to a class discussion on a polarizing topic (e.g. Everyone should get married. Cell phones should be allowed in class. Computers have made our lives worse). 2. Decide if you agree or disagree with the idea. Work with a partner to list as many reasons as you can think of for your position. 3. Work with your partner to rank the reasons from most important to least important. 4. Write the three most important reasons using language structures reviewed in class (e.g. Cell phones should be allowed because they can help students understand in class. Students sometimes need to keep in contact with family, so they should be allowed to use their phones in class. Since cell phones are a useful learning tool, they should be allowed in class). 5. Join another pair of students and exchange papers. Work as a group to edit the sentences. 6. Share your sentences with the class.

VIII. Student Learning Outcomes

1. Employ effective pre-reading, reading, and post-reading strategies to understand and analyze more complex text.
2. Compose correctly formatted multi-paragraph compositions to inform, describe, narrate, and/or persuade.

Santa Monica College
Substantial Change: ESL - NONCREDIT 971, Beginning ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	August 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the course will be part of a CDCP Certificate of Competency. The course title has been updated.

I. Catalog Description

In this beginning ESL course, students engage in listening, speaking, reading, and writing activities that focus on developing vocabulary needed to function effectively in social, work, and academic contexts. Students in this course are introduced to basic word learning skills and study skills.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Heinle Picture Dictionary Beginning Workbook, 2nd, Foley, Barbara H., National Geographic Learning; Heinle © 2014;
2. The Heinle Picture Dictionary, 2nd, National Geographic Learning; Heinle, National Geographic Learning; Heinle © 2014;
3. Oxford Picture Dictionary, 3rd, Adelson-Goldstein and Norma Shapiro, Oxford University Press © 2016;
4. Oxford Picture Dictionary Workbook High Beginning, 3rd, Fuchs, Marjorie, Oxford University Press © 2017;

III. Course Objectives

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

1. Use a picture dictionary or a learner’s dictionary to learn word use, spelling, and definitions of new vocabulary.
2. Create a vocabulary notebook/list with definitions, illustrations, parts of speech and sample sentences.
3. Identify parts of speech.
4. Identify and apply strategies to learn and practice new vocabulary (e.g. word maps, flash cards).
5. Discuss the elements of new vocabulary (e.g definitions, parts of speech) in pairs or groups.
6. Ask questions to clarify the meaning, pronunciation, or spelling of unfamiliar words.
7. Interpret roots, prefixes, and suffixes to determine the meaning of vocabulary (e.g. unhappy, worker, believable).
8. Ask and answer questions about familiar topics using target vocabulary.
9. Discuss and describe familiar topics using target vocabulary.
10. Develop and perform dialogues and role plays using target vocabulary.
11. Distinguish commonly confused verbs (e.g borrow/lend, look/watch, come/go).
12. Interpret meaning from word forms (e.g. plurals, possessives, comparatives, superlatives) and other context clues.
13. Demonstrate awareness of formal and informal language.
14. Apply generalized spelling conventions (e.g. doubling consonants, drop the e and add -ing).

15. Edit written work for spelling and word choice.

IV. Methods of Presentation:

Lecture and Discussion, Projects, Field Trips, Group Work, Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
30.00%	Vocabulary/Grammar: Includes common prefixes/suffixes, common phrasal verbs and collocations, synonyms, basic dictionary skills, noun forms (plural, possessive), comparative/superlative adjectives, prepositions of place/time, adverbs of frequency/degree.
30.00%	Speaking: may include speaking tasks (pair, small group, and whole class dialogues, conversations, role plays, interviews, discussions, and individual/group oral presentations) that utilize vocabulary related to topics covered in class (e.g.occupations, family, weather, people, health, clothing, shopping, food, hobbies, sports, recreation, transportation, community, housing, school.
30.00%	Reading: may include readings on a variety of topics to present/practice vocabulary in context. Reading a learner's dictionary.
10.00%	Writing: may include journals, descriptions, role plays/dialogues which incorporate target vocabulary. Editing for word form and word choice.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation - Participation in classroom discussions and activities (including reading exercises, role plays, small group work, and pair work)
20 %	Exams/Tests - Quizzes and exams
10 %	Homework
20 %	In Class Assessment (noncredit)
10 %	Projects
10 %	Written assignments
100 %	Total

VII. Sample Assignments:

Vocabulary Presentation: Students will be assigned a vocabulary term from the weekly list (words on housing, family, etc.). Students produce a small poster (on 8½ x 11 paper) with an illustration, definition, part of speech, synonym, and a sample sentence to be presented to the class via document camera or other electronic medium.

Cloze Dialogues: Students will add appropriate vocabulary to model conversations/cloze exercises to demonstrate understanding of the target vocabulary. Students will present the conversation to the class. The instructor will then ask the class comprehension questions about the dialogue.

VIII. Student Learning Outcomes

1. Identify effective strategies for basic word learning
2. Describe people, places, activities, and/or possessions using target vocabulary.

Santa Monica College
Substantial Change: ESL - NONCREDIT 973, Intermediate ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	September 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the title of the course has been modified.

I. Catalog Description

In this intermediate ESL course, students engage in listening, speaking, reading, and writing activities that focus on acquiring vocabulary needed for social, work, and academic contexts. Students in this course expand their English language vocabulary while developing word learning and study strategies.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Reading for Today 1: Themes, 4th, Smith, Lorraine C. and Nancy Nici Mare, Heinle Cengage © 2016, ISBN: 9781305579958;
2. The Heinle Picture Dictionary Intermediate Workbook, 2nd, Foley, Barbara H, Heinle Cengage © 2014;
3. Oxford Picture Dictionary, 3rd, Adelson-Goldstein and Norma Shapiro, Oxford University Press © 2016;
4. Oxford Picture Dictionary Workbook Low Intermediate, 3rd, Fuchs, Marjorie and Margaret Bonner, Oxford University Press © 2017;

III. Course Objectives

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

1. Determine or clarify meaning of new vocabulary by using an online dictionary, a learner's dictionary and/or a picture dictionary.
2. Annotate texts to identify unfamiliar vocabulary.
3. Discuss the criteria for selecting words to study and review.
4. Access online learning tools (e.g. Quizlet) for review and practice of new vocabulary.
5. Identify and apply strategies to learn and practice new vocabulary (e.g. word maps, flash cards, vocabulary notebook).
6. Explain elements of newly acquired vocabulary (definition, part of speech) to small groups or the class.
7. Identify and apply strategies to infer word meaning from context.
8. Identify parts of speech (e.g. nouns, adjectives, prepositions) in written texts.
9. Analyze and interpret prefixes, roots, and suffixes.
10. Differentiate commonly confused words (e.g. two/to/too, your/you're).
11. Use common idiomatic expressions (e.g. No worries.) and phrasal verbs (e.g. Look it up) in conversation.
12. Recognize word forms/word families (e.g. invest, investment, investor).
13. Use newly acquired vocabulary in speaking and writing tasks.
14. Edit written work for spelling, word form and word choice.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.00%	Vocabulary/Grammar: Includes prefixes/suffixes, word forms, common phrasal verbs and collocations, common idioms, synonyms, antonyms, dictionary skills, academic word list, compound nouns, compound adjectives, prepositions, adverbs of time and sequence.
30.00%	Speaking: may include speaking tasks (pair, small group, and whole class dialogues, conversations role plays, interviews, discussions, and individual/group oral presentations) that incorporate vocabulary related to topics covered in class (e.g. work/career, education, news, travel/transportation, people, shopping, health/safety, community, technology).
25.00%	Reading: may include readings on a variety of topics to present vocabulary in context.
20.00%	Writing: assignments may include journals, sentences, and paragraphs, as well as editing work for spelling, word form and word choice.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation
20 %	Exams/Tests
10 %	Homework
20 %	In Class Assessment (noncredit)
10 %	Projects
10 %	Written assignments
100 %	Total

VII. Sample Assignments:

Annotation Activity: 1.Circle unfamiliar words in your reading passage. 2. Work with your group to identify 5-8 important words you have all selected. 3. Use an English Learner’s Dictionary to define the word as it is used in the passage as well as its part of speech. 4. Annotate the text to identify the definition and part of speech. 5. Present your work to the rest of the class.

Parts of Speech Group Activity: 1. Work with a group of four. Look at the picture your teacher has given you. Work with your group to write as many nouns as you see in the picture. 2. After three minutes, work to write as many verbs as you can. 3. After three minutes, brainstorm adjectives. 4. After three minutes, brainstorm adverbs. 5. Write five sentences about the picture using at least one word from each category. Label the nouns, adjectives, adverbs, and verbs. 6. Share your work with the class.

VIII. Student Learning Outcomes

1. Recognize effective strategies for learning and practicing new vocabulary.
2. Demonstrate appropriate word choice and word form in written work.
3. Compose a written text on a topic covered in class that incorporates appropriate target vocabulary.

Santa Monica College
Substantial Change: ESL - NONCREDIT 975, Advanced ESL Vocabulary

Units:	0.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	September 2019
Degree Applicability:	Noncredit

Rationale

This course outline revision will bring course in alignment with the English Language Proficiency Standards, Educational Functioning Levels, Career Development and College Preparation (CDCP) requirements, and the WIOA Title II grant priorities. The SLOs and course objectives have been rewritten to be in incorporate college and career readiness skills as well as digital literacy. Noncredit Progress indicators will be used, and the title of the course has been modified.

I. Catalog Description

In this advanced ESL course, students engage in listening, speaking, reading, and writing activities that focus on acquiring vocabulary needed to communicate effectively in social, work, and academic contexts. Students in this course expand their English language vocabulary while developing independent word learning and study strategies.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Inside Reading Intro., 2nd, Burgmeier, Arline., Oxford University Press © 2012;
2. Reading for Today 3: Issues, 5th ed, Smith, Lorraine C. and Nancy Nici Mare, Heinle Cengage © 2016, ISBN: 9781305579989;
3. Reading for Today 4: Concepts, 4th, Smith, Lorraine C. and Nancy Nici Mare, Heinle Cengage © 2017;

III. Course Objectives

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

1. Use an English-English dictionary to determine word use, spelling, forms, and definitions.
2. Use media and online learning tools (e.g. Quizlet) for ongoing independent learning of new vocabulary.
3. Apply strategies to learn and practice new vocabulary (e.g. word maps, flash cards, vocabulary notebook).
4. Explain elements of newly acquired vocabulary (definition, part of speech) to small groups or the class incorporating multimedia support (e.g Powerpoint, Word Cloud, Padlet).
5. Identify and apply strategies to infer word meaning from context.
6. Differentiate content-specific and academic vocabulary from colloquial vocabulary.
7. Use content specific vocabulary and/or vocabulary from the academic word list in speaking and writing tasks.
8. Recognize common collocations including compound words, phrasal verbs, and idioms,.
9. Present information on a career or academic topic of interest using academic and/or content-specific vocabulary.
10. Participate in discussions on a range of topics using appropriate academic vocabulary.
11. Use knowledge of roots, prefixes, and suffixes to understand and use multisyllabic words.
12. Recognize and use some common idioms and colloquialisms.
13. Compose written texts incorporating target vocabulary.
14. Edit written work for spelling, word form and word choice.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Other (Specify), Online instructor-provided resources

V. Course Content

<u>% of Course</u>	<u>Topic</u>
35.00%	Vocabulary/Grammar: Affixes, word families, colloquialisms, phrasal verbs, figurative language, idioms, collocations, transitive/intransitive verbs, synonyms, antonyms, dictionary skills, academic word list, connotations, participial adjectives.
20.00%	Speaking: Vocabulary related to content/topics covered in class (e.g. work/careers, education, news, media, interpersonal skills, science, business, culture, health/safety, community ,technology) is integrated into speaking tasks (pair, small group, and whole class dialogues, conversations role plays, interviews, discussions, and individual/group oral presentations).
25.00%	Reading: Readings on a variety of topics to present and practice vocabulary in context.
20.00%	Writing: Writing journals, paragraphs, compositions, emails, business correspondence. Editing written work for word form and word choice.
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Class Participation
10 %	Group Projects
10 %	Homework
20 %	In Class Assessment (noncredit)
10 %	Oral Presentation
20 %	Written assignments
100 %	Total

VII. Sample Assignments:

Vocabulary Presentation: 1. Find your assigned slide in the Google Slide presentation. 2. Add your name, the vocabulary word, the part of speech, and a sample sentence which uses the vocabulary word to your assigned slide. Add an image that represents the vocabulary word. 3. When it is your turn, present your vocabulary word slide to the class. 4. Access the class slide presentation to review the vocabulary words before the quiz.

Dictionary Hunt: 1. Work with a group of four and an English-English learner's dictionary. The teacher will give you a list of four vocabulary words from the reading. 2. Work with your group to locate the words in the dictionary. 3. Find the answers to these questions: What part of speech is it? How many definitions are there? What is the definition used in the reading? What are the other forms of the word? 4. Present your findings to the class.

VIII. Student Learning Outcomes

1. Demonstrate awareness of appropriate word choice in a formal oral presentation.
2. Compose a written text that incorporates appropriate academic vocabulary.
3. Demonstrate effective strategies for acquiring academic vocabulary

Santa Monica College
DE for Non-DE Course: ENGLISH 20, Reading and Writing 2

Units:	5.00
Total Instructional Hours (usually 18 per unit):	90.00
Hours per week (full semester equivalent) in Lecture:	5.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	180.00

Date Submitted:	September 2019
Degree Applicability:	Credit - Not Degree Applicable
Prerequisite(s):	English 85

I. Catalog Description

This course is designed to help students improve intermediate reading and writing skills necessary for college success. Students will increase their reading comprehension and vocabulary; they will build their understanding of patterns of organization used in academic writing, as well as their inferential reading techniques. Through the integrated study of reading and writing, students will develop an efficient writing process appropriate to audience and purpose. The course requires classroom work, weekly reading /writing lab work, and homework. In English 20, students will also review grammar and usage and develop skill in writing in-class, timed essays.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Kite Runner, Print, Hosseini, Khaled, Riverhead Books © 2003;
2. America Now, 12th, Print, Atwan, Robert, Bedford St. Martin's © 2017, ISBN: 978-1319055110;
3. A Writer's Reference with Writing About Literature, 9th, Hacker, Diane and Nancy Sommers, Bedford St. Martin's © 2017, ISBN: 978-1319133054;
4. Ten Steps to Advancing College Reading Skills, 6, Langan, John, ed., Townsend © 2014, ISBN: 978-1591944348;
5. The Least You Should Know About Vocabulary: Word Roots, Print, Friend, Carol E., Laura D. Knight, and Teresa Glazier, Wadsworth © 2014, ISBN: 978-1285430454;
6. The Autobiography of Malcolm X, Reissue, X, Malcolm and Alex Haley, Ballantine © 1992, ISBN: 978-0345350688;
7. Altman, Pam, Mari Caro, Lisa Metge-Egan, and Leslie Roberts, Sentence-Combining Workbook, 3E. Boston: Wadsworth, 2011. Print.
8. Customized readers
9. Lee, Harper, To Kill a Mockingbird. New York: Grand Central Publishing, 1960. Print. OR
A novel students choose from a list provided by the instructor.

III. Course Objectives

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

1. Demonstrate increased vocabulary through knowledge of essential college level words and commonly found Greek and Latin word parts, and through the use of context clues and the dictionary
2. Identify main ideas and supporting details to demonstrate basic reading skills.
3. Utilize critical thinking skills, such as recognizing author's purpose, distinguishing fact from opinion, recognizing connotation, tone, and irony, developing questions of fact, inference, and speculation from specific texts.
4. Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing, and note-taking or annotating and underlining techniques
5. Use a variety of prewriting techniques and comprehension of the readings to generate and organize ideas into essays.
6. Write a thesis statement with a specific focus, and develop a thesis statement into a full essay

7. Read one to three full-length works (novel, book of short stories, autobiography, biography, non-fiction text) and complete a reading response journal in the form of summary and response, distinguishing what the writer says and what the reader interprets or analyzes
8. Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing
9. Create topic outlines for multi-paragraph essays
10. Demonstrate the ability to follow instructions on tests and written assignments
11. Develop the parts of an essay, including introduction with thesis, supporting paragraphs, and conclusion
12. Based on response to a specific reading, write multi-paragraph thesis-and-support essays on a variety of topics
13. Write summaries that demonstrate comprehension of academic essays and articles
14. Use correctly the basic marks of punctuation
15. Write essays relatively free of basic mechanical errors, including comma splices, run-ons, and fragments
16. After critical reading of an article at a secondary/post-secondary level, write an essay in 80 minutes that contains a summary, an introduction, a thesis, and several supporting paragraphs, and that is relatively free of basic grammar errors
17. Act more confidently in their reading, writing, and study skills and their ability to apply those skills to their continued academic work.

IV. Methods of Presentation:

Other (Specify), Lecture and Discussion

Other Methods: In the classroom, AV aids may enhance activities. The class also requires outside reading and writing assignments.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.00%	Reading
5.00%	Outlining, organizing information, summarizing, journaling
10.00%	Vocabulary
10.00%	Essay Final Drafts
10.00%	Prewriting
10.00%	Drafting
10.00%	Revising
5.00%	Proofreading and editing
15.00%	Sentence Skills
5.00%	Practice for Common Essay
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
5 %	Class Participation - Active Participation

25 %	Exams/Tests - Tests on vocabulary and reading comprehension
15 %	Homework - Written homework
55 %	Papers - 7 Paragraphs/Essays Common Essay
100 %	Total

VII. Sample Assignments:

Argumentative Essay:

Write an argumentative essay in response to a current controversy reported in the New York Times. To do that, first read and annotate the article, noting main ideas and opposing viewpoints, and differentiating facts from opinions. Create a graphic organizer of the article, according to the journalist questions, Who? What? When? Where? Why? And How? Use the graphic organizer to help you write a thesis-driven essay that develops your central argument with evidence from the text and your own reasoning.

Readings:

Based on an assigned reading, write three to five discussion questions based on Socratic questioning models. For each question, note the quotations or page numbers/paragraphs that prompted the question. Share your questions in class discussion. After discussion, write an evaluation of the effectiveness of the questions and note the issues and further questions that were raised. Finally, select one compelling question, refine it, and turn the question into a thesis statement that will be developed into an essay.

Grammar in context: In preparation for writing argument, practice writing complex sentences. Example:

Smoking has been proven to be bad, if not fatal for health. Should smoking be made illegal? Pro:

Because smoking has been shown to have so many negative effects on health, the sale of tobacco

should be made illegal. (cause/effect) Con: Although smoking has been linked to various health problems, adults should have the right to make their own decisions about whether or not to smoke. Smoking should remain legal. (argument/refutation)

Self-Evaluation Essay:

Self-evaluation Essay: Reread the Educational Autobiography you wrote at the beginning of the term.

Where are you now in terms of the things you discussed early in the term? Consider the following: How

are you doing in terms of developing mastery as an academic reader? Strengths? Areas for improvement? Are you reading differently than you did at the beginning of the term? What things have helped you to develop your mastery? How are you doing in developing mastery as a critical thinker?

Strengths? Areas for improvement? What has helped you develop? Are you thinking differently than you were at the beginning of the term? What has helped you to develop your skills as a critical thinker? Give

specific examples, if you can. How is your mastery of academic writing? What do you feel confident about now that you may not have been confident about at the beginning of the term? Are you writing differently?

Strengths? Areas for improvement? Describe your motivation this semester. Were the moments when your motivation dropped? If so, what was going on? When was it highest? Why was it particularly high at that point?

VIII. Student Learning Outcomes

1. Using a specific reading selection, demonstrate the ability to develop an essay in an 80 minute time period, employing various prewriting techniques. Essay content will demonstrate an adequate understanding of the reading. It will display basic organizational and sentence skills, including the use of thesis statement, topic sentences, and adequate development.
2. Read and decode multi-disciplinary college level texts, identifying rhetorical structure, distinguishing between main and supporting ideas, and recognizing facts and inferences.

ENGL 20 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will contact students prior to the start of class to outline the course and the technology requirements. Contact information for the instructor will be posted prominently and will include expected response time. The instructor will interact with students multiple times a week. Expected interactions: Announcements: Course announcements should be sent at least once a week. The announcements may include, but are not limited to: A summary of the upcoming assignments; a review of what has been covered; important information for the students. Comments: The instructor will provide feedback/comments on assignments. Office Hours: The instructor will hold weekly online office hours. Video conferencing and individual/group chat may be an option. Reminders: The instructor will post reminders about upcoming assignments.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will interact with each other through discussion boards and group work. Weekly required discussion boards where students will have to contribute a post and comment on at least two posts. Peer reviews of papers. Students will be required to provide written feedback on their classmate's essays. This can be done for

essay assignments using the group feature on Learning Management Systems. Each module (week) there will be a general discussion page where students can post questions to students and the instructor.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Content is organized into modules based on weeks or themes. Modules are organized with headers and chunked into manageable segments. Content is delivered through a variety of modalities that are accessible. Including, but not limited to: audio which includes transcripts, captioned videos, and images with alternative text. Objectives are included with each module and content is aligned with those objectives. Course provides multiple tools for weekly content delivery. Including, but not limited to: pages, discussions, virtual conference tools. Remedial and activities for advanced learning are provided. This may include: reflective writing, supplemental materials, self-check quizzes.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Online Lecture	Weekly lectures based on the objectives of the class.	10.00%
Threaded Discussions	Weekly threaded discussion boards based on the readings and themes of the class where students will post responses to prompts and respond to their peers.	20.00%
Written assignments	Students will engage in writing activities such as: outlining and drafting that lead to completed essays.	40.00%
Peer Feedback	Students will engage in peer review activities on writing assignments.	10.00%
Videos	Students will watch videos posted by the instructor and may engage in discussions about the videos. Tools may also be used to have students create short videos to share with the class.	20.00%

2. Instruction: 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 content will be delivered in weekly modules. Methods of Instruction: Lectures Powerpoints Discussion Boards Readings Videos Technology: Various tools in Learning Management Systems Applications that support learning Podcasts Approximate Time Schedule: Weekly reading (annotating, finding the main idea, summarizing) and writing (outlining, drafting, editing) activities leading to a final research paper and presentation. Necessary Instructional Materials: Appropriate texts Written/video lectures

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Essays	Throughout the course students are assigned 4-5 essays. The essays will be assessed using the English 20 rubric.
20.00%	Discussion Boards	Students will participate in weekly threaded discussion boards. They will be assessed based on their meeting the requirements that are outlined in the assignment instructions.
30.00%	Reading	Students will read selected texts and be able to identify the main idea and important details. Students will be assessed using quizzes and summary writing.

20.00%	Peer Review	Students will engage in peer review activities on writing assignments. They will be assessed using a rubric
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4. Technology: 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 be trained on the learning management system in place. Professional development in online teaching and the current LMS is highly encouraged. An instructor may need support from the IT department, instructors who have experience teaching online, and may make use of the LMS hotline.

5. Student Support: 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 instructor will provide information about, and links to: online and on ground tutoring services, the various student support services, the library, and to the learning management system help features.

6. Accessibility: 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 course will be designed in a manner that allows for easy readability for all students. The content pages will consistently use heading styles. Each module will have the same format. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background.

7. Online Strategies: 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.).

Course Objective: Demonstrate an understanding of the writing process, including pre-writing, planning, drafting, revising, and editing. Activities: Student will submit a draft of their paper to the assignment page on the learning management system . Using the Peer Review teaching tool, students will either be manually or automatically assigned a peer group. Given a rubric or guidelines, students will evaluate their peer's drafts and provide feedback.

Santa Monica College
DE for Non-DE Course: ENGLISH 23, Intermediate Reading and Vocabulary

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	September 2019
Degree Applicability:	Credit - Not Degree Applicable

Rationale

Updating so course can be taught online. No changes to prerequisites, hours, units or basic course content.

I. Catalog Description

This course is an intermediate course designed to improve the reading skills necessary for college success and is strongly recommended for all students who score at the B level on the English Assessment Test. It concentrates on techniques of comprehension, such as finding the main idea, recognizing details and patterns of organization, as well as inference and critical reading skills. It also focuses on vocabulary development, study reading techniques and reading rate and flexibility.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Evicted: Poverty and Profit in the American City, Desmond, Matthew, Broadway Books © 2017, ISBN: 0553447459;
2. America Now: Short Readings from Recent Periodicals, Atwan, Robert, Bedford/St. Martin's © 2019, ISBN: 1319055117;
3. The Kite Runner, Hosseini, Khaled, Riverhead Books © 2003;
4. Barracoon: The Story of the Last Black Cargo, Neale Hurston, Zora, Amistad © 2018, ISBN: 0062748203;

III. Course Objectives

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

1. Identify the main idea of what they read, distinguish major detail from minor detail, recognize transitions and common patterns of development
2. Read critically by recognizing an author's purpose, telling fact from opinion, drawing accurate inferences and recognizing connotation, tone and irony
3. Study-read through the use of overview-skimming, self-testing, oral and written paraphrasing and/or summary writing (to further complement English 22), and note-taking or annotating and underlining techniques
4. Demonstrate increased vocabulary through knowledge of essential college -level words and commonly found Greek and Latin word parts, and through the use of context clues and the dictionary
5. Demonstrate flexibility in reading speed and strategies, from skimming and scanning to general light reading to more complex study reading
6. Demonstrate one or more years' gain at the high school level in vocabulary and comprehension as measured by standardized pretests and posttests
7. Perceive themselves as more capable readers, whether for leisure reading or for college study

IV. Methods of Presentation:

Lecture and Discussion, Other (Specify), Online instructor-provided resources, Other, Group Work

Other Methods: Lecture and theory are introduced by the instructor and in the reader, and the students may do follow up exercises and tests in online. Captioned video lectures. Weekly group discussions. Video conferencing.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.00%	Introduction to the course Pre-testing in vocabulary, comprehension, and rate skills Writing sample Comprehension Skills: How to preview and how to find the topic and main idea Vocabulary Skills: Dictionary use, vocabulary cards, and context clues Rate Skills: Perception practice Introduction to the book of fiction Introduction to the Reading Lab
25.00%	Comprehension Skills: Topic, main idea, topic sentence, supporting details, logic patterns, and transitions Vocabulary Skills: Words in context (synonyms, antonyms, and punctuation clues) Rate Skills: Reading in phrases and perception drills Book of fiction: Assigned readings, journal entries, and quizzes Reading Lab: Vocabulary flash cards, computerized reading comprehension and rate
25.00%	Comprehension Skills: Study reading, annotating, and outlining Vocabulary Skills: Word analysis (Greek and Latin roots) Rate Skills: Continuing perception drills Book of fiction: Assigned readings, journal entries, and quizzes Reading Lab: Vocabulary and reading rate/comprehension
25.00%	Comprehension Skills: Critical reading, including author's purpose, recognizing and evaluating fact and opinion, inference, tone, connotations, style, propaganda techniques, and irony. Vocabulary Skills: Final exam and Post tests to include standardized word list and word analysis (Greek and Latin prefixes and suffixes) Rate Skills: Refine skimming and scanning techniques Book of fiction: Assigned reading, journal entries, quizzes [more critical reading including elements of character (possibly writing an essay about a character using quotations from the text as supporting evidence), conflict, and theme]. Reading Lab: Completion of Lab contract and evaluation of progress in comprehension/rate
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
40 %	Exams/Tests - Scores on teacher tests of reading comprehension and vocabulary. Improvement shown on Posttests.
40 %	Homework - Reading and written homework on assigned texts.
20 %	Quizzes - Vocabulary quizzes.
100 %	Total

VII. Sample Assignments:

Students read a news article, identifying topics and main ideas in each paragraph/section by annotating and underlining. Using the journalists questions (Who? What? When? Where? Why? How?), students begin the process of composing a summary and begin to develop questioning techniques). Students will share with other students their reading response journal entries related to a full-length work. They discuss plot, character, setting, conflict, irony and other literary terms applicable to the reading, drawing inferences from their reading. They also write questions based on the topics provided by the instructor and using the journalists approach (Who? What? When? Where? Why? How?). Moreover, they find quotations with page numbers to support their topics. Finally, from their collaborative work groups, they prepare a report to the entire class. This is a speaking, listening, reading, writing activity that moves students toward reading more in depth and possibly writing an essay using quotations about a character from a full-length work.

Annotating:

Students are given a non-fiction text and they must apply the annotation skills that are taught in the course. Annotation skills include, but are not limited to: Writing questions and comments about the text. Looking up unknown words and concepts. Writing a brief summary at the end of sections and/or at the end of the text.

VIII. Student Learning Outcomes

1. The student, starting at high school level reading, will show one to two years gain in reading comprehension.
2. Using words taken from novels and a textbook, the student will build his/her vocabulary and knowledge of Greek and Latin word parts with the aid of context clues and the dictionary.

ENGL 23 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will contact students prior to the start of class to outline the course and the technology requirements. Contact information for the instructor will be posted prominently and will include expected response time. The instructor will interact with students multiple times a week. Expected interactions: Announcements: Course announcements should be sent at least once a week. The announcements may include, but are not limited to: A summary of the upcoming assignments; a review of what has been covered; important information for the students. Comments: The instructor will provide feedback/comments on assignments. Office Hours: The instructor will hold weekly online office hours. Video conferencing and individual/group chat may be an option. Reminders: The instructor will post reminders about upcoming assignments.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will interact with each other through discussion boards and group work. Weekly required discussion boards where students will have to contribute a post and comment on at least two posts. Each module (week) there will be a general discussion page where students can post questions to students and the instructor.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Content is organized into modules based on weeks or themes. Modules are organized with headers and chunked into manageable segments. Content is delivered through a variety of modalities that are accessible. Including, but not limited to: audio which includes transcripts, captioned videos, and images with alternative text. Objectives are included with each module and content is aligned with those objectives. Course provides multiple tools for weekly content delivery. Including, but not limited to: pages, discussions, virtual conference tools. Remedial and activities for advanced learning are provided. This may include: reflective writing, supplemental materials, self-check quizzes.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Videos	Students will watch videos posted by the instructor and may engage in discussions about the videos. Tools may also be used to have students create short videos to share with the class.	15.00%
Online Lecture	Students will watch video lectures on topics related to reading comprehension strategies.	15.00%
Discussion Boards	Students will participate in weekly threaded discussion boards. They will be assessed based on their meeting the requirements that are outlined in the assignment instructions.	20.00%
Written assignments	Students will engage in writing assignments such as: summary writing and short answer responses.	20.00%
Project Presentation	Students will present on a text they read and demonstrate the strategies they used to understand the text.	20.00%
Peer Feedback	Students will respond to their peer's presentation and provide both positive feedback and suggestions for improvement.	10.00%

2. Instruction: 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 content will be delivered in weekly modules. Methods of Instruction: Lectures Powerpoints Discussion Boards Readings Videos Technology: Various tools in Learning Management Systems Applications that support learning Podcasts Approximate Time Schedule: Weekly reading (annotating, finding the main idea, summarizing) and writing (outlining, drafting, editing) activities leading to a final research paper and presentation. Necessary Instructional Materials: Appropriate texts Written/video lectures

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Reading	Students will read selected texts and be able to identify the main idea and important details. Students will be assessed using quizzes and summary writing.
30.00%	Discussion Boards	Students will participate in weekly threaded discussion boards. They will be assessed based on their meeting the requirements that are outlined in the assignment instructions.

10.00%	Reading Contribution	Students will submit a text from an area of interest that they have or their peers to read using the reading strategies that are presented in class. The purpose of this assignment is to demonstrate how different reading strategies need to be applied in different subject areas.
30.00%	Vocabulary	Student will be given vocabulary words weekly. The words may come from the assigned texts or outside sources. Quizzes and written assignments will be used to assess the student's understanding of the words.

4. Technology: 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 be trained on the learning management system in place. Professional development in online teaching and the current LMS is highly encouraged. An instructor may need support from the IT department, instructors who have experience teaching online, and may make use of the LMS hotline.

5. Student Support: 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 instructor will provide information about, and links to: online and on ground tutoring services, the various student support services, the library, and to the learning management system help features.

6. Accessibility: 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 course will be designed in a manner that allows for easy readability for all students. The content pages will consistently use heading styles. Each module will have the same format. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background.

7. Online Strategies: 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.).

Course Objective: Identify the main idea of what they read, distinguish major detail from minor detail, recognize transitions and common patterns of development Activities: Students will be given a short article to read. Using the discussion board, students will post what they think is the main idea of the text and provide one major detail. They will also be required to reply to a post stating whether they agree, disagree, or have something to add to the person's description on the main idea.

Santa Monica College
DE for Non-DE Course: ENGLISH 28, Intensive College Writing Skills

Units:	2.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	72.00

Date Submitted:	September 2019
Degree Applicability:	Credit - Degree Applicable
Prerequisite(s):	placement into Group B

Rationale

This course is being updated so that it can be offered online. There are no changes to prerequisites, hours or units.

I. Catalog Description

This course emphasizes clear, effective written communication and preparation of the research paper to prepare students for success in college-level composition and reading. It consists of instruction in composition, comprehension and analysis of college-level readings, and basic research skills.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. A Pocket Style Manual, 8, Hacker, Diana and Nancy Sommers, Bedford/St. Martin's © 2016;
2. Compose: Gearing Up for Writing In the 21st Century, Caggiano, Susan and Maria Turnmeyer, XanEdu © 2014;
3. They Say/I Say, 3, Graff, Gerald and Cathy Birkenstein, Norton © 2014;
4. English Academy Reader, 3rd edition, Edited by Susan Caggiano

III. Course Objectives

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

1. Practice the writing process, including pre-writing, planning, drafting, revising and editing.
2. Create organizational tools for multi-page essays.
3. Write and revise multi-paragraph thesis-and-support essays.
4. Identify the thesis in academic essays and articles.
5. Prepare and present oral and written responses to readings and drafts.
6. Write and revise summaries.
7. Practice basic sentences, punctuation, and formatting conventions
8. Review and workshop drafts and peer writing.
9. Conduct library research and select source texts for relevance and credibility.
10. Work in small groups to discuss and analyze readings and drafts.

IV. Methods of Presentation:

Lecture and Discussion, Online instructor-provided resources, Critique, Group Work, Other
 Other Methods: Weekly announcements Video lectures (captioned) Video conferencing

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.00%	Reading Strategies: SQ3R, think aloud, annotation, summary

5.00%	Critical thinking: identifying author's purpose, tone, and rhetorical strategies
10.00%	Research: library skills, developing sources, analyzing sources for credibility
10.00%	Text Generation: pre-writing, drafting, revising
10.00%	Text Generation: incorporating sources
10.00%	Text Generation: narrative
10.00%	Text Generation: thesis statement
10.00%	Text Generation: essay to define problem
10.00%	Text Generation: essay to propose solution
10.00%	Text Generation: counter-argument and refutation
10.00%	Manuscript Presentation: citation conventions, format
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation - Participation in weekly group discussions.
30 %	Exams/Tests - Online quizzes, surveys, and timed writings.
20 %	Final exam - Final research paper.
30 %	Homework - Writing assignments.
100 %	Total

VII. Sample Assignments:

Essay:

Sample assignment #1: Equity is an issue that goes to the heart of this course. Equity implies justice and fairness. The illustrations above suggest that equity is not the same as equality. Look at the picture on the left. If you were the child to the right, you would not benefit much from an equal distribution of boxes to stand on; However, in the picture on the right, you would benefit from the distribution of boxes, being able to see at the same height as the other two spectators. In colleges, student equity means creating an equal opportunity for success. Student equity may call for, in effect, a re-distribution of boxes. For today's essay, you will be zeroing in on a particular problem of student equity-in effect, being blocked from seeing the field. Think of a time when you felt that an obstacle blocked your way to getting an education. The obstacle could be, for example, lack of books, a poorly prepared teacher, or the actions of a parent. Pinpoint just when the action occurred, ideally over an hour or less. Tell the story of that incident: narrate what happened, using good, specific detail to allow your reader to see and hear-to experience-- just what you went through. To organize this essay, order details according to time; in other words, start at the beginning of the events and move through to the end. Do not have three points and five paragraphs. Use "I" since this is a personal account. In your concluding paragraph, state what obstacle or problem is suggested by your narrative. Equity is an issue that goes to the heart of the English Academy. Equity implies justice and fairness. The illustrations above suggest that equity is not the same as equality. Look at the picture on the left. If you were the child to the right, you would not benefit much from an equal distribution of boxes to stand on. However, in the picture on the right, you would benefit from the distribution of boxes, being able to see at the same height as the other two spectators. In colleges, student equity means creating an equal opportunity for success. Student equity may call for, in effect, a re-distribution of boxes. For today's essay, you will be zeroing in on a particular problem of student equity-

in effect, being blocked from seeing the field. Think of a time when you felt that an obstacle blocked your way to getting an education. The obstacle could be, for example, lack of books, a poorly prepared teacher, or the actions of a parent. Pinpoint just when the action occurred, ideally over an hour or less. Tell the story of that incident: narrate what happened, using good, specific detail to allow your reader to see and hear-to experience-- just what you went through. To organize this essay, order details according to time; in other words, start at the beginning of the events and move through to the end. Do not have three points and five paragraphs. Use "I" since this is a personal account. In your concluding paragraph, state what obstacle or problem is suggested by your narrative.

Draft Exercise:

Sample assignment #2: Writing Task: Draft the Solution Review the EA Research Paper prompt (P.4 in the reader) Review your thesis statement: Does it have the solution to your problem included? If not, add it (you can use the thesis starter from Day 3 lesson to check your thesis:Great equity (Identify a specific inequity or obstacle--socioeconomic, race/ethnicity, first-generation college student, etc.) in schools (identify a focus group--urban schools, students with disabilities, 2-year colleges, etc.) can be promoted by (Propose your solution.) Draft your solution section of the essay by following the requirements in the prompt for this section. Bring ONE copy to class

Editing and Proofreading:

Sample assignment #3: Writing Task: Edit and proofread your essay using the feedback that you received in the Workshop. Format your essay according to MLA conventions.

VIII. Student Learning Outcomes

1. Given a specific text and prompt, the student will show reading and writing strategies, will use pre-writing strategies to draft a thesis-driven essay, and will revise the draft into a college-level essay.
2. The student will demonstrate critical thinking skills and problem solving in response to assigned readings and through peer review and workshops of writing.
3. Using credible and factual support, students will craft a persuasive, logical argumentative research essay.
4. After defining a topic and using a combination of library and web-based research, students will write a research paper that uses carefully evaluated and well-documented research material to support a clearly articulated thesis.

ENGL 28 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills “effective contact between faculty member and student” required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

The instructor will contact students prior to the start of class to outline the course and the technology requirements. Contact information for the instructor will be posted prominently and will include expected response time. The instructor will interact with students multiple times a week. Expected interactions: Announcements: Course announcements should be sent at least once a week. The announcements may include, but are not limited to: A summary of the upcoming assignments; a review of what has been covered; important information for the students. Comments: The instructor will provide feedback/comments on assignments. Office Hours: The instructor will hold weekly online office hours. Video conferencing and individual/group chat may be an option. Reminders: The instructor will post reminders about upcoming assignments.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will interact with each other through discussion boards and group work. Weekly required discussion boards where students will have to contribute a post and comment on at least two posts. Peer reviews of papers. Students will be required to provide written feedback on their classmate's essays. This can be done for

essay assignments using the group feature on Learning Management Systems. There are generally 4-5 papers per semester. Each module (week) there will be a general discussion page where students can post questions to students and the instructor.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Content is organized into modules based on weeks or themes. Modules are organized with headers and chunked into manageable segments. Content is delivered through a variety of modalities that are accessible. Including, but not limited to: audio which includes transcripts, captioned videos, and images with alternative text. Objectives are included with each module and content is aligned with those objectives. Course provides multiple tools for weekly content delivery. Including, but not limited to: pages, discussions, virtual conference tools. Remedial and activities for advanced learning are provided. This may include: reflective writing, supplemental materials, self-check quizzes.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Threaded Discussions	Weekly threaded discussion boards based on the readings and themes of the class where students will post responses to prompts and respond to their peers.	20.00%
Online Lecture	Weekly lectures based on the objectives of the class.	10.00%
Written assignments	Students will engage in writing activities such as: outlining and drafting that lead to completed essays.	40.00%
Peer Feedback	Students will engage in peer review activities on writing assignments.	10.00%
Project Presentation	After having written a research paper, students will use the discussion board, or other tools, to present their research to the class.	10.00%
Videos	Students will watch videos posted by the instructor and may engage in discussions about the videos. Tools may also be used to have students create short videos to share with the class.	10.00%

2. Instruction: 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 content will be delivered in weekly modules. Methods of Instruction: Lectures Powerpoints Discussion Boards Readings Videos Technology: Various tools in Learning Management Systems Applications that support learning Podcasts Approximate Time Schedule: Weekly reading (annotating, finding the main idea, summarizing) and writing (outlining, drafting, editing) activities leading to a final research paper and presentation. Necessary Instructional Materials: Appropriate texts Written/video lectures

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
30.00%	Research Paper	Students are assessed using with the English 1 rubric.
30.00%	Essays	Throughout the course students are assigned 3-4 essays. The essays will be assessed using the English 1 rubric.

10.00%	Discussion Boards	Students will participate in weekly threaded discussion boards. They will be assessed based on their meeting the requirements that are outlined in the assignment instructions.
20.00%	Reading	Students will read selected texts and be able to identify the main idea and important details. Students will be assessed using quizzes and summary writing.
10.00%	Presentation	Students will present their research. They will be assessed using a rubric created by the instructor.

4. Technology: 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 be trained on the learning management system in place. Professional development in online teaching and the current LMS is highly encouraged. An instructor may need support from the IT department, instructors who have experience teaching online, and may make use of the LMS hotline.

5. Student Support: 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 instructor will provide information about, and links to: online and on ground tutoring services, the various student support services, the library, and to the learning management system help features.

6. Accessibility: 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 course will be designed in a manner that allows for easy readability for all students. The content pages will consistently use heading styles. Each module will have the same format. Lists will be created using bullets or the numbered list tool. Underlining will only be used to denote active hyperlinks. Pages will have sufficient color contrast between the foreground and background.

7. Online Strategies: 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.).

Course Objective: Review and workshop drafts of peer writing. Activities: Student will submit a draft of their paper to the assignment page on the learning management system . Using the Peer Review teaching tool, students will either be manually or automatically assigned a peer group. Given a rubric or guidelines, students will evaluate their peer's drafts and provide feedback.

Santa Monica College
DE for Non-DE Course: MEDIA STUDIES 4, Introduction to Game Studies

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours	108.00

Date Submitted:	October 2019
Transferability:	Transfers to CSU, UC
IGETC Area:	4G: Interdisciplinary, Social & Behavioral Sciences
CSU GE Area:	D7 - Interdisciplinary Social and Behavioral Science
SMC GE Area:	Area II-B: Social Science (Group B)
Degree Applicability:	Credit - Degree Applicable

Rationale

A growing industry in Silicon Beach is the video game industry. In order to better equip our students for careers in Silicon Beach (CTE) and more broadly careers in media fields, this course offers students a theoretical background into video games as a historical, social, and cultural medium.

I. Catalog Description

This introductory course examines the medium of video games. The course studies how video games have developed historically, culturally, and technically. Issues of narrative, design, interactivity, and spatiality, which inform both the medium as a whole and individual games in particular, are examined. The function of video games as media texts within popular culture is also assessed.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Routledge Companion to Video Game Studies, 1, Wolf, Mark J.P. & Perron, B., Routledge © 2014, ISBN: 978-0415533324;
2. Ready Player Two, Chess, Shira, University of Minnesota Press © 2017;
3. Gaming Representation: Race, Gender, and Sexuality in Video Games (Digital Game Studies), Malkowski, Jennifer, Indiana University Press © 2017;
4. Understanding Video Games, Egenfeldt-Nielsen, Simon, Routledge © 2019, ISBN: 978-1138849822;

III. Course Objectives

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

1. Explain important fundamental concepts of game studies.
2. Recognize and interpret basic game elements.
3. Explain the historical development of video games.
4. Analyze a broad range of games and assess the cultural context within which games exist (children's culture, geek culture, sports culture, women's issues, political debate, economic and hardware constraints, aesthetic concerns, etc.).
5. Articulate how the content and mechanics of a game work together to generate and reflect a particular set of core cultural values.

IV. Methods of Presentation:

Observation and Demonstration, Projects, Visiting Lecturers, Group Work, Lecture and Discussion

V. Course Content

<u>% of Course</u>	<u>Topic</u>
12.00%	<p>Introduction to Video game Studies</p> <ul style="list-style-type: none"> • Why we should study video games • A critical approach to studying games • The role video games play in popular culture • Video games and regulation
11.00%	<p>Video game History</p> <ul style="list-style-type: none"> • The early invention and creation of video games • Changes in video games throughout history • Historical understandings of the development of video games
11.00%	<p>Defining Games and Play</p> <ul style="list-style-type: none"> • Defining games • Defining play • The relationship between video games, video game play, and digital technology • The unique structural elements of digital game play
11.00%	<p>Narratology and Ludology – Differing Approaches to Game Studies</p> <ul style="list-style-type: none"> • The narrative function of contemporary video games • Differences between video game narratives and narratives in cinema and literature • Defining ludology • Understanding ludology as fundamental to game studies
11.00%	<p>Interactivity, New Media Theory, and Video games</p> <ul style="list-style-type: none"> • Defining the player • Understanding the constructed “feedback loop” within digital games • Differences between video game interaction and video game immersion • Defining databases and interfaces • How databases and interfaces appear within, and foundationally structure, contemporary video games
11.00%	<p>Game Worlds and Spatiality</p> <ul style="list-style-type: none"> • The various ways that space are represented onscreen in contemporary video games • The historical changes in the visual presentation of video game space • The relationship between visual changes and video game technology • How video game spaces are “mapped” through interfaces • How video game spaces relate to narrative and to issues of play • How video game players are represented on-screen and in video game worlds • Defining the avatar • The differences between video game avatars and video game characters • The relationship between avatars, interactivity and immersion
11.00%	<p>Video games and Representation</p> <ul style="list-style-type: none"> • The function of video games in popular culture • The significance of video games in representing culture and society • How video games represent history, and how these representations differ by genre • How war games, both simulations and first-person shooters, actively represent and work to produce both culture and history
11.00%	<p>Classic Theories of Play</p> <ul style="list-style-type: none"> • The ways that classic theorists understand play and how play functions within society • How understandings of play relate to the theories of digital game play we have previously encountered

	<ul style="list-style-type: none"> How contemporary game genres relate to Roger Caillois' understanding of different types of play
11.00%	Games and Social Theory <ul style="list-style-type: none"> The function of video games as social discourse How video games have been understood to affect society The use of video games to promote knowledge and learning How Bernard De Koven understands the potential positives and negatives of game play
100.00%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Class Participation
20 %	Class Work
40 %	Exams/Tests - One midterm and one final exam
10 %	Group Projects
20 %	Quizzes - 4 Quizzes
100 %	Total

VII. Sample Assignments:

Sample assignment 1 and 2:

Sample Assignments: 1) In Class Exercise: Ask students to keep a journal of their game playing habits. Have students document what games they play (including the ESRB rating, if applicable), when and for how long. If a student does not play games at all, that student will find out the game playing habits of a family member or friend outside of class. Next, ask students to create a gamer profile; that reflects on their habits. Some questions students should consider when writing this profile include: Would they consider themselves gamers?; Why or why not? What genre of game do they play most frequently? What attracts them to this genre? Did any of the games played contain any content that some might find offensive? If so, describe the content and explain why it might be controversial. Are they (or have they ever been) restricted from playing certain games based on their content? 2) In Class Exercise: Review the full decision of one of the court cases that is listed on the court cases tab. Explain the decision with regard to at least one of the following: a) First Amendment, b) media self-regulation, or c) aggression research.

*Note: For a more advanced assignment, discuss the role of all three areas in relation to one court case.

Sample assignment 3 and 4:

3) In Class Exercise: Organize a debate in the classroom, where half of the class would support First Amendment rights for video games and one half would oppose these rights. Students must incorporate arguments from the law or aggression research. 4) Group Project Game Analysis: pick a game or practice involving a game (must be approved by instructor by week 3), play it, analyze it through at least one group of readings, and then show how the game/reading matters (5-8 pages; 12point Times New Roman font, double-spaced; 1 inch margins; must use references/citations; etc.)

VIII. Student Learning Outcomes

1. Demonstrate an understanding of the theories and methods of studying digital games that have gradually formed between the 20th and early 21st centuries.
2. Demonstrate an understanding of how and why digital games matter to people and the world as a communication technology.
3. Analyze and evaluate games as a part of our culture.

MEDIA 4 Distance Education Application

This Distance Education course meets the same standard of course quality as is applied to traditional classroom courses in the following categories, as stated in the official course outline of record:

- Course objectives have not changed
- Course content has not changed
- Method of instruction meets the same standard of course quality
- Outside assignments meet the same standard of course quality
- Serves comparable number of students per section as a traditional course in the same department
- Required texts meet the same standard of course quality

Additional considerations for all distance education courses:

- 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.
- Adequate technology resources exist to support this course/section
- Library resources are accessible to students
- Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments
- Adequately fulfills "effective contact between faculty member and student" required by Title 5.
- Will not affect existing or potential articulation with other colleges
- Special needs (i.e., texts, materials, etc.) are reasonable
- Complies with current access guidelines for students with disabilities
- 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.

Santa Monica College has a legal and ethical obligation to ensure equal access to electronic information technology (e.g., software, computers, web pages) for all students. Consistent with this obligation, the technology-based components of our course will reflect current accessibility design standards. Support in implementing these standards is available through Academic Computing and Disabled Student Services. 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.

Guidelines and Questions for Curriculum Approval of a Distance Education Course

1a. Interactions: Describe the nature and expected frequency of instructor-student interactions:

There will be ongoing communication between the instructor and students. This will include interactions through discussion threads, chats, comments on student work, and email. The instructor will regularly initiate communication with the entire class through announcements, and send individualized feedback to students on their work, such as discussions, projects, and other assignments.

1b. Interactions: Describe the nature and expected frequency of student-student interactions:

Students will communicate regularly with each other through engaging with the course material in asynchronous discussion forums. Students will provide feedback to each other through assignments and/or research projects.

1c. Interactions: Describe the nature and expected frequency of student-content interactions:

Students will interact with a variety of types of material provided by the instructor. The instructor will provide a range of material for the class. Examples may include: lectures (instructor notes, recorded lectures, etc.), interactive game play sessions, "check in" quizzes, written assignments, discussions, and projects.

1d. Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Exams	Quizzes, midterm exam, final exam	20.00%
Online Lecture	Lecture material for each module.	20.00%
Videos	Videos and game play sessions related to each module.	10.00%
Written assignments	Written assignments for each module	20.00%
Discussion Boards	Discussion boards for each module	20.00%
Peer Feedback	Peer feedback on assignments and discussion threads	10.00%

2. Instruction: 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 instructor will provide a range of materials for the class. Content will be organized in to modules for each unit/topic. For example, a module might include objectives, discussions, written assignments, lectures, and quizzes. Students will need to have a reliable internet connection and computer access to complete the course. All course materials, including games, will be accessible and ADA compliant. For instance, instructors might choose to assign games through the video game distribution platform, Steam (www.steam.com), and/or include games that are available on a variety of platforms (including PC, Mac, Android, iPhone, or console). An example of one such game title is Thomas Was Alone (currently \$4.99 to purchase), which is available on Windows, OSx, PlayStation 3, PlayStation 4, and PlayStation Vita, WiiU, and Xbox One.

3. Assignments / Assessments: Describe how assignments and assessments are used so that instructor-student contact is maintained and students are given regular, meaningful feedback. Describe interactions that encourage students' participation. Describe assessments that are verifiable, equivalent to on-ground, and appropriate. Describe the criteria used to substantiate student learning; explain how these interactions will be assessed.

% of grade	Activity	Assessment Method
20.00%	Midterm Exam	Exams may include multiple choice, true false, short answer, essays, and/or projects.
20.00%	Final Exam	Exams may include multiple choice, true false, short answer, essays, and/or projects.
20.00%	Assignments	Assignments vary for each module. Assignments are assessed using a rubric. Examples of assignments may include watching a video clip or listening to a podcast and answering discussion questions based on that content, researching an issue, writing a report, and group projects.
20.00%	Discussion Forums	Students will participate in discussion forums. Students will be assessed based on their original posts and comments to classmates. Students are assessed on a rubric. An example of a discussion rubric will assess to what extent students provide an effective analysis that answers all aspects of the question, support main ideas with substantial and accurate evidence, and include a response with a strong structure and a logical flow.
20.00%	Quizzes	There may be quizzes for modules, which are based on the assigned reading.

4. Technology: 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.)

As with the traditional, on-ground version of Media 4, the instructor will have expertise in the area of interactive media. An instructor would need to be qualified for teaching online. All course materials, including games, will

be accessible and ADA compliant. The instructor(s) will provide a variety of game-related options and assignments so that every student can equitably participate.

5. Student Support: 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 online class will include links to student support services such as tutoring services, library resources, and the Student Services Center.

6. Accessibility: 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 course materials will be accessible and ADA compliant. For example, lectures could be created in PowerPoint will be compliant with Section 508 of the Rehabilitation Act, including having full captioning. All video and gaming content will also be accessible. The instructor(s) will provide a variety of game-related options so that every student can equitably participate.

7. Online Strategies: 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: Analyze and evaluate games as part of our culture. Lesson: Narrative and aesthetic analysis of video games. -Lecture on narrative and aesthetics -Threaded discussion 2:Case study of BioShock (directors' commentary video embedded). What is unique about the narrative of BioShock? Why do people consider this to be one of the best game narratives of all time? -Threaded discussion 2: Case study of Red Dead Redemption (video gameplay footage and read article, "Redemption Songs"). How would you describe the visual aesthetics of R.D.R.? Compare and contrast making soundtracks for film and video games. - Assignment: Applying the reading material, select a video game and evaluate it's narrative and aesthetics in 500 words (from free-to-play options, or of your choice from your personal collection).