



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, May 4, 2022, 3:00 p.m.

Zoom Meeting:

Join from PC, Mac, Linux, iOS or Android: <https://cccconfer.zoom.us/j/93520754825>

Or iPhone one-tap (US Toll): +16699006833,93520754825# or +13462487799,93520754825#

Or Telephone:

+1 669 900 6833 (US Toll)

+1 346 248 7799 (US Toll)

+1 253 215 8782 (US Toll)

+1 312 626 6799 (US Toll)

+1 646 876 9923 (US Toll)

+1 301 715 8592 (US Toll)

Meeting ID: 935 2075 4825

International numbers available: <https://cccconfer.zoom.us/u/at7P4XBs>

Or Skype for Business (Lync): <SIP:93520754825@lync.zoom.us>

## Members:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Maria Muñoz	Lydia Strong
Bren Antrim	Alex Ibaraki	Estela Narrie	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Audra Wells
Susan Caggiano	Bradley Lane	Brandon Reilly	Dominic Prendergast (A.S.)
Lisa Collins	Emin Menachekanian	Redelia Shaw	Denise White-Odimo (A.S.)

## Interested Parties:

Joelle Adams	Rachel Demski	Tracie Hunter	Estela Ruezga
Stephanie Amerian	Nathaniel Donahue	Maral Hyeler	Scott Silverman
Maria Bonin	Joshua Elizondo (A.S.)	Laura Manson	Tammara Whitaker
Dione Carter	Kiersten Elliott	Stacy Neal	

## Ex-Officio Members:

Jamar London

*(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

*(Non-Substantial Changes)*

1. BIOL 23 Organismal and Environmental Biology
2. CHNESE 3 Intermediate Chinese 1
3. COUNS 15H Job Search Techniques
4. COUNS 41H Roadmap to College Readiness
5. COUNS 59 Textbook Strategies Using Technology
6. COUNS 910 ABI Connections
7. COUNS 921 Learning Skills
8. SPAN 3 Intermediate Spanish I
9. SPAN 4 Intermediate Spanish II

VII. Action Items

*(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)*

- a. BIOL 23 Organismal and Environmental Biology (Hybrid Only)
- b. COUNS 15H Job Search Techniques
- c. COUNS 41H Roadmap to College Readiness
- d. COUNS 59 Textbook Strategies Using Technology
- e. COUNS 910 ABI Connections
- f. COUNS 921 Learning Skills
- g. SCI 10 Principles and Practice of Scientific Research
- h. SPAN 3 Intermediate Spanish I
- i. SPAN 4 Intermediate Spanish II

*(Courses: New)*

- j. BUS 7C Corporate Sustainability Strategies in Business .....7
- k. DANCE 13 Advanced Hip Hop Dance (Advisory: DANCE 12) ..... 11
- l. MUSIC 44 Mariachi Ensemble ..... 17

*(Courses: Substantial Changes)*

- m. MUSIC 2 Musicianship (Adding: Advisory MUSIC 5)..... 19
- n. MUSIC 87A Fingerstyle Guitar, First Level (Changed: course name (was “Classical and Flamenco Guitar, First Level”), course description, textbook update) .....22
- o. MUSIC 87B Fingerstyle Guitar, Second Level (Changed: course name (was “Classical and Flamenco Guitar, Second Level”), course description, textbook update) .....24

*(Courses: Distance Education)*

- p. BUS 7C Corporate Sustainability Strategies in Business .....9
- q. CHNESE 3 Intermediate Chinese 1 .....28
- r. DANCE 13 Advanced Hip Hop Dance ..... 13

*(Courses: Global Citizenship)*

- s. SPAN 9 The Civilization of Spain.....31
- t. SPAN 20 Latin American Civilization .....34

*(Programs: Revisions)*

- u. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda

VIII. New Business

IX. Old Business

- Updating AR 5110

X. Adjournment

Please notify Sheila Cordova, Jason Beardsley, and/or Rachel Demski by email if you are unable to attend this meeting.

**The next Curriculum Committee meeting is May 18, 2022.**



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

## Wednesday, April 20, 2022, 3:00 p.m.

### Zoom Meeting

**Members Present:**

Sheila Cordova, <i>Chair</i>	Walker Griffy	Emin Menachekanian	Redelia Shaw
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Jacqueline Monge	Briana Simmons
Bren Antrim	Alex Ibaraki	Estela Narrie	Audra Wells
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Dominic Prendergast (A.S.)
Susan Caggiano	Bradley Lane	Brandon Reilly	Denise White-Odimo (A.S.)
Lisa Collins			

**Members Absent:**

Maria Muñoz	Lydia Strong	Esau Tovar
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**Others Present:**

Rachel Demski	Beatriz Magallon	Sehat Nauli
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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 3:05 pm. Motion to approve the agenda with no revisions.

**Motion made by:** Lisa Collins; **Seconded by:** Walker Griffy

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

Motion to approve the minutes of April 6, 2022 with revision that Lisa Collins was absent from the meeting.

**Motion made by:** Jason Beardsley; **Seconded by:** Fariba Bolandhemat

The motion passed with the following vote: Y: 15; N: 0; A: 4 (Lisa Collins, Patricia Ramos, Redelia Shaw, and Audra Wells)

**V. Chair’s Report**

The 2022 Curriculum Institute is coming up. It will be a hybrid event from July 6-9. The registration deadline is June 29, 2022. For more information, see the [ASCCC event page](#).

**VI. Information Items**

None

**VII. Action Items**

*(Consent Agenda: Emergency DE to Fully Online and/or Hybrid)*

- a. ANIM 10 Quick-Sketch & Rapid Visualization

- b. ANIM 11 Figure Drawing (Hybrid Only)
- c. COUNS 12H Career Planning
- d. COUNS 51 Test Taking/Memory Strategies
- e. COUNS 52 Textbook/Memory Strategies
- f. COUNS 54 Organizing for College Success
- g. COUNS 56 Written Language Strategies
- h. DANCE 10 Fundamentals of Dance Technique
- i. DANCE 11 Beginning Hip Hop Dance
- j. DANCE 14 Beginning Jazz
- k. DANCE 15 Intermediate Jazz
- l. DANCE 16 Advanced Jazz
- m. DANCE 17 Beginning Tap
- n. DANCE 18 Intermediate Tap
- o. DANCE 21A Beginning Asian Pacific Dance
- p. DANCE 21B Intermediate Asian Pacific Dance
- q. DANCE 24B Intermediate Flamenco Dance
- r. DANCE 41 Contemporary Modern Dance I
- s. DANCE 60 Fundamentals of Choreography: Dance Improvisation
- t. DANCE 61 Fundamentals of Choreography: Composition 1
- u. PHYSICS 6 General Physics 1 with Lab (Hybrid Only)
- v. PHYSICS 7 General Physics 2 with Lab (Hybrid Only)
- w. PHYSICS 8 Calculus-based General Physics 1 with Lab (Hybrid Only)
- x. PHYSICS 9 Calculus-based General Physics 2 with Lab (Hybrid Only)
- y. PHYSICS 14 Introductory Physics with Lab (Hybrid Only)
- z. PHYSICS 21 Mechanics with Lab (Hybrid Only)
- aa. PHYSICS 22 Electricity and Magnetism with Lab (Hybrid Only)
- bb. PHYSICS 23 Fluids, Waves, Thermodynamics, Optics with Lab (Hybrid Only)
- cc. PHYSICS 24 Modern Physics with Lab (Hybrid Only)
- dd. TH ART 28A Beginning Stage Make-Up  
Motion to approve Consent Agenda: Emergency DE to Fully Online and/or Hybrid (VII. a. to VII. dd.)  
**Motion made by:** Fariba Bolandhemat; **Seconded by:** Bradley Lane  
The motion passed unanimously.

*(Courses: Substantial Changes)*

- ee. TH ART 28A Beginning Stage Make-Up (changed: Hours/Units (3 lab hours to 1.5 lecture/1.5 lab, 1 unit to 2 units; course content; lab content; methods of presentation)  
Motion to approve changes to TH ART 28A with no additional revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Lisa Collins  
The motion passed unanimously.

*(Programs: Revisions)*

- ff. Updating SMC General Education (History courses to be added to III. Humanities)  
Motion to approve changes to the SMC General Education pattern with correction to include HIST 27.  
**Motion made by:** Brandon Reilly; **Seconded by:** Audra Wells  
The motion passed unanimously.
- gg. Changes to degrees and certificates as a result of courses considered on this agenda  
Motion to approve changes to degrees and certificates as a result of courses considered on this agenda
  - Theater AA Required Core increased by 1 unit (14 to 15), and overall major units increased by 1 unit (22 to 23)**Motion made by:** Jason Beardsley; **Seconded by:** Dominic Prendergast  
The motion passed unanimously.

**VIII. New Business**

- Updating Program Maps

Discussion on updating “Changes to degrees and certificates...” program: revision action item language to be inclusive of program maps.

An example is the change to TH ART 28A on this agenda – the course increased by 1 unit, which affects the Theatre AA program – the map won’t change but will be updated to reflect the additional unit on the map without needing a separate action item to make a minor revision to the map.

Motion to approve updating “Changes to degrees and certificates as a result of courses considered on this agenda” action item language to read: “Changes to degrees, certificates, and program maps as a result of courses considered on this agenda” on all future Curriculum Committee agendas.

**Motion made by:** Jason Beardsley; **Seconded by:** Susan Caggiano

The motion passed unanimously.

#### **IX. Old Business**

- Updating AR 5110  
Approval of changes to AR 5110 as presented (*see page 4*) to bring to the Academic Senate.  
**Motion made by:** Estela Narrie; **Seconded by:** Jacqueline Monge  
The motion passed unanimously.

#### **X. Adjournment**

Motion to adjourn the meeting at 4:07 pm.

**Motion made by:** Lisa Collins; **Seconded by:** Susan Caggiano

The motion passed unanimously.

Per Title 5 § 55002, the Academic Senate Joint Curriculum Committee shall be established by the mutual agreement of the Academic Senate and college and/or district administration.

### 1. Committee Structure

A. The Curriculum Committee is a joint Academic Senate/administration committee in accordance with Board Policy 2240 4020 and the Bylaws of the SMC Academic Senate to include five (5) administrators, ~~seventeen (17)~~ **nineteen (19)** regular or contract faculty members, and two (2) students. Each member has one vote with the exception of the non-voting Library faculty member, and the committee chair, who votes only in the event of a tie vote.

- (1) Five administrators, including those most directly concerned with curriculum are appointed by the Superintendent/President or designee. One of the administrators will be designated to serve as vice-chair to the Committee.
- (2) Two students are selected according to the Bylaws of the SMC Associated Student Government.

**(3) Nineteen** ~~Seventeen~~ regular or contract faculty members are selected to serve on the Committee as specified below:

**15 a) Fifteen** ~~Thirteen~~ regular or contract faculty members are elected by the following department(s) to staggered three-year terms according to the guidelines of elections specified in Academic Senate Bylaws:

- (1) ESL, Modern Language and Culture
- (2) History, Philosophy and Social Science
- (3) ECE, Psychology
- (4) Art, Dance, Music, Theatre Arts
- (5) ~~Design Technology, Communication and Media Studies~~
- (6) Counseling
- (7) English
- (8) Mathematics
- (9) **Business/CSIS**
- (10) Physical Science, Life Science, Earth Science (Seat 1)
- (11) Physical Science, Life Science, Earth Science (Seat 2)
- (12) Health Science, Kinesiology/PE
- (13) Cosmetology, Photo/Fashion
- (14) **CSIS**
- (15) **Communication and Media Studies**

Two faculty members appointed by the Academic Senate President to one-year terms as specified below:

One Articulation Officer if said position is a faculty position.

One At-Large member or Two At-Large members if Articulation Officer is not a faculty position.

One faculty Librarian appointed by the Academic Senate President to a one-year term as a non-voting member of the committee.

One additional faculty member is appointed by the Academic Senate President to a one-year term as chair of the committee (and votes only in the event of a tie.) The committee chair represents the Senate in all committee deliberations.

If any seat cannot be filled with a member from the appropriate department(s), a faculty member from another department will be appointed by the Academic Senate President as an additional At-Large member.

**(4) Curriculum Specialist – added as a non-voting permanent member**

**(5)** Reconfiguration of the committee will be considered every three years (commencing Fall 2013) or anytime there is a reconfiguration of current departments.

## New Course: BUSINESS 7C, Corporate Sustainability Strategies in Business

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Proposed Start:</b>	Spring 2023
<b>TOP/SAM Code:</b>	050100 - Business and Commerce, General / C - Clearly Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Business (Masters Required); Sustainability Leadership Masters degree also appropriate.
<b>Program Impact:</b>	Business AS

### Rationale

The world is at the brink of change. Globally all nations must address Sustainability challenges for its people to thrive in the future. All for-profit and not-for-profit organizations must change wasteful practices in order to conserve the earth's natural resources, and they must champion innovation and creativity as they support all employees to contribute to the organization's successful change efforts toward implementing Sustainability into its culture and business model. Students need to learn about the Triple Bottom Line of People, Planet and Profits to prepare themselves for future careers in industry. Student need to learn about other cultures and their best Sustainability practices in order to build on the best. We are global economy that is complex and intertwined.

### I. Catalog Description

This course provides an overview of the United Nations Sustainability Development Goals (SDGs) as they relate to corporations and nonprofit organizations. Students will learn processes to build contemporary sustainability goals into the corporate culture and business model of conventional organizations. This course takes a global perspective, touching on various aspects of the global capitalist economy.

### 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. Can Business Save the Earth? Innovating Our Way to Sustainability, Lenox, M. & Chatterji, A, Stanford University Press © 2018, ISBN: 9780804790994
2. Throwaway Nation: The Ugly Truth About American Garbage, Dondero, J. , Roman & Littlefield © 2019, ISBN: 9781538110324

### III. Course Objectives

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

1. Integrate United Nations' Sustainability Development Goals into a company's business framework.
2. Develop and write a Sustainability business plan for an organization which will include management's agenda for building Sustainability into the company's framework.
3. Respond to and overcome internal and external resistance to the incorporation of a business's Sustainability initiatives and goals.
4. Create an Immunity to Change Map (Kegan & Lahey, 2009) in order to identify mindsets and resulting behavior that works against change in order to determine specific, measurable actions for creating individual and team behavior change.
5. Identify gaps in the market as potential opportunities for small business development.

### IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Discussion, Critique, Projects, Visiting Lecturers, Individualized Instruction, Service Learning, Group Work, Online instructor-provided resources

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
20.000%	(1) Global Sustainability Challenges, (2) Basic Strategies and Sustainability Frameworks for Organizations, (3) Leaderships importance in setting the Sustainability Vision and implementing corporate change
10.000%	(1) Overview of United Nations Sustainability Development Goals SDG #16 - Peace and Justice and Strong Institutions, (2) Role of the Board, (3) Compliance and Legal Frameworks
20.000%	(1) Develop Strategies of incorporating Environmental, Economic, and Social Sustainability into an organization, (2) Choosing integrated frameworks for solving climate change risk, (3) Leadership, Energy, and Environmental Design (LEED)
10.000%	Innovation, Change, Entrepreneurship as the driver of new growth and change, and Small Business development and partnering in the supply chain (particularly in developing nations)
20.000%	(1) Overview of United Nations Sustainability Goals SDG #9 Industry, Innovation, and Infrastructure, (2) Supply Chain and Logistics Systems, (3) Circular Economy, (4) Best Practices
20.000%	Overview of United Nation Sustainability Development Goals SDGs #12 Responsible Consumption and Production, (2) Extended Producer Responsibility EPR, (3) Greenwashing, (4) Conscious Consumerism
100.000%	Total

#### VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests: Quizzes based on the textbook readings, the Canvas PDF uploads, and the videos on Sustainability in Canvas.
20%	Final Project: End-of-term research project that covers a topic of interest to the student. Research, writing, and presenting the paper.
20%	Group Projects: Team based research project presented in Zoom via PowerPoint format or in Canvas gradebook through PowerPoint submission and sound recording of the team presenting the project.
30%	Written assignments: Discussion board writing assignment based on weekly course topics.
100%	Total

#### VII. **Sample Assignments:**

**Research Paper:** Research projects and reports on topics of interest to the student. 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.

**Discussion Board Assignments:** 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 gradebook. The goal is for students to use the course material in their discussion as well as create a community of learning in the course.

**Quiz:** Weekly Quiz that covers the reading for the week as well as the videos for review.

#### VIII. **Student Learning Outcomes:**

1. Create a Sustainably Designed Corporate Business Model
2. Analyze Best Practices of several Corporations that create and run a Sustainably Minded Organization in order to determine those initiatives that positively influence a company's Triple Bottom Line.
3. 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 student's personal life.



## BUS 7C Distance Education Application

Fully Online

### **1a. Instructor - Student Interaction:**

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. Student - Student Interaction:**

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. Student - Content Interaction:**

The course is organized according to the major content headings in the syllabus. For example, the first module lays the foundation by understanding the world's share Sustainability challenges, current Sustainability strategies and frameworks, and the impact leadership in driving change. The content includes the following: specific learning objectives for each module, weekly discussion boards that help students to evaluate students' 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. Throw Away Nation, one of the proposed textbooks, brings the problem home whereas the United Nations Sustainability Development Goals and consideration of supply chain, extends the Sustainability issues beyond US borders. The above content is provided on a weekly basis. Any course that provides a learning experience via distance education must be separately reviewed and approved by the Curriculum Committee. Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as a distance education experience. The applying department must provide complete, detailed answers with specific illustrations to the questions located on the following pages. This form must be completed for all proposed online courses. Any course providing a distance education experience (wholly online or hybrid) must complete this form. The Curriculum Committee's review process for online course proposals includes guidelines to assure an equivalent educational experience for students. The existing course outline, updated within the past two years, is the basis for the distance education proposal. This Distance Education course is required to be equivalent and comparable to its on-campus version in all but the delivery modality. (Distance education instruction is viewed as an alternative instructional methodology only. Therefore, the existing course outline's expectations and parameters establish the requirements of the course quality for this proposal.) The following questions (along with guidelines) are to assist the course originator in demonstrating that the online interactions are appropriate and equivalent to the traditional course format and as effective as the existing course expectations. FAC 101 offers distance education creation and pedagogy resources. To access FAC 101 go to [www.smconline.org](http://www.smconline.org) and log in as faculty. You will find FAC 101 under "special courses". If you have further questions, contact Tammara Whitaker, Director, Online Services and Support [whitaker\\_tammara@smc.edu](mailto:whitaker_tammara@smc.edu).

### **1d. Distance Ed Interactions:**

Online class activities that promote class interaction and engagement	Brief Description	% 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 a pertinent Sustainability issue such as the impact that Walmart's Sustainability Leadership initiatives have on its supply chain partners overseas. 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.	20.00%

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.	20.00%
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.	20.00%
Exams	Weekly quizzes / exams to cover textbook readings and videos.	20.00%

## **2. Organization of Content:**

The course is organized according to the major content headings in the syllabus. The first module provides an overview of (1) the world's current Sustainability Challenges, (2) current Sustainability strategies and frameworks underway to address these challenges, and (3) and the importance of leadership in driving change. To provide consistency and ensure 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. Quizzes are assigned weekly as well to cover the required reading. Homework essays are spaced out throughout the semester.

## **3. Assessments:**

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
30.00%	Exams/ Quizzes	Exams/Quizzes 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.
35.00%	Homework Assignments	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.
35.00%	Discussion Boards & Similar Activities	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.

## **4. Instructor's Technical Qualifications:**

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 Services:**

Links to the following services will be provided: online tutoring and tutorials for online classes. Students will be informed of the technical support options and other related student support services, including counseling, financial aid, bookstore, library, etc.

## **6. Accessibility Requirements:**

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. Representative Online Lesson or Activity:**

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.

## New Course: DANCE 13, Advanced Hip Hop Dance

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	3.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Transferability:</b>	Transfers to CSU, UC (pending review)
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Skills Advisory(s):</b>	DANCE 12
<b>Proposed Start:</b>	Fall 2022
<b>TOP/SAM Code:</b>	100800 - Dance / E - Non-Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	No
<b>Library:</b>	List of suggested materials has been given to Librarian
<b>Minimum Qualification:</b>	Dance
<b>Program Impact:</b>	Dance AA

### Rationale

Hip Hop dance, music and culture has emerged as a dominant force in the US and internationally over the past five decades and has had a major influence on current entertainment trends. Many of our students are interested in pursuing careers in the commercial dance industry and have requested advanced-level hip hop dance to prepare for professional dance work. Our Beginning and Intermediate level Hip hop courses are some of our most popular courses, and these students desire continued training, practice, and refinement in this ever-evolving dance genre. Advanced Hip Hop would serve our diverse student population and will also fulfill a technique course requirement on the Commercial Dance Certificate of Achievement that the Dance Department is currently developing.

### I. Catalog Description

This course builds on the fundamental techniques of hip hop dance forms at an advanced level. Attention is placed on dynamic movement qualities, choreography execution, and complex musicality with an emphasis on syncopation, isolations, strength, control, coordination and performance. Improvisation or "freestyling" is emphasized to further develop the individual expression and style indigenous to the form. Critical analysis of hip hop choreography and current trends, along with hip hop dance's cultural significance, history, and origins as an art form, are also emphasized.

### 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. "Conjuring Magic as Survival: Hip-Hop Theater and Dance." The Oxford Handbook of Dance and Theater, Osumare, H., edited by George-Graves, N. , Oxford University Press © 2015
2. Hip Hop on Film: Performance Culture, Urban Space, and Genre Transformation in the 1980s, Monteyne, K, University Press of Mississippi © 2013
3. Foundation: B-boys, B-girls and Hip-Hop Culture in New York, Schloss, J., G, Oxford University Press © 2009
4. Can't Stop Won't Stop: A History of the Hip-Hop Generation, Chang, J., Picador © 2005

### III. Course Objectives

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

1. Discuss the historical roots and cultural significance of various hip hop dance genres.
2. Articulate the relationship of hip hop dance to African diasporic dance traditions in American culture and cultures abroad at an advanced level.
3. Employ in-depth critical analysis of hip hop dance choreography and freestyle (in writing and discussion) as experienced through attendance and viewing of live concerts, films, videos and in-class demonstrations at an advanced level.
4. Describe different hip hop dance techniques (i.e. Old School Party Dances, Breaking, Popping, Boogaloo, Locking, House) and identify their notable pioneers and places of origin.
5. Demonstrate strength, flexibility, coordination, control, and stamina to execute the technical skills of hip hop dance styles at an advanced level.

6. Embody hip hop dance movements and sequences in various styles (i.e. Old School Grooves, New School Hip Hop, Popping, Waving, Locking, Breaking, House) at an advanced level.
7. Express individual artistry and style through freestyle and performance skills at an advanced level.
8. Memorize and perform hip hop dance choreography accurately with dynamic energetics, textures, level changes, isolations, and complex rhythms at an advanced level.
9. Recognize rhythmic structures and syncopations in hip hop music, and their relationship to movement at an advanced level.
10. Apply proper body alignment, structural placement, kinesiological awareness and injury prevention concepts to all warmup exercises and choreography.
11. Refine performance and improvisation skills for various contexts.
12. Compose solo and ensemble hip hop dance choreography for various contexts.

**IV. Methods of Presentation:**

Lecture and Discussion, Observation and Demonstration, Discussion, Critique, Projects, Group Work

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
10.000%	History and analysis of hip hop dance techniques as aesthetic and cultural art forms
10.000%	Hip hop dance terminology, notable pioneers, current trends
20.000%	Hip hop dance techniques including improvisation/"freestyle" in center floor and traveling sequences
20.000%	Advanced-level shapes, movements, transitions, and articulations in hip hop dance sequences and choreography
15.000%	Readings/viewings, dance concert reviews, tests and written assignments
10.000%	Collaborative projects with peers including improvisation exercises, peer feedback, and exchange of compositional/choreographic ideas
10.000%	Hip hop music's rhythmic structures and syncopations and their relation to hip hop dance techniques and choreography
5.000%	Strength, flexibility, coordination, control, alignment, and aerobic elements in relation to hip hop dance techniques
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
30%	Class Work: Technical and Artistic Skills Assessments
30%	Written assignments: Written Assignments
30%	Exams/Tests: Midterm and Final Exams
10%	Class Participation: Active Participation, Discussion and Peer Feedback
100%	Total

**VII. Sample Assignments:**

**Movement assignment:** Create and perform a 30-second piece of choreography that incorporates the technical foundations of Popping, Locking, and Boogaloo, and freestyle after the choreography to express individual style.

**Research paper:** Pick one artist, prominent figure, or group who represents one of the four original elements of hip hop and who started practicing their art before the year 2015. Write a 2-3 page essay about who they are/were, their contribution(s) to hip hop culture, why you specifically chose them and what their impact on you and/or your community has been. What makes them unique or influential? Have they inspired you, and if so, why?

### VIII. Student Learning Outcomes:

1. Demonstrate advanced-level movement quality, musicality, strength, control, coordination, and articulation in various hip hop dance techniques and choreographies;
2. Perform artistry and individual expressivity through freestyle and personal stylization of hip hop dance choreographies;
3. Discuss the historical and cultural roots of various hip hop dance techniques and their influence on American culture and cultures abroad.

## DANCE 13 Distance Education Application

Fully Online

### 1a. Instructor - Student Interaction:

There will be weekly announcements, discussions, and recorded lectures, and all students will receive individual feedback and comments on each of their assignments and projects via LMS. Through online discussions and optional live video conferencing interactions, instructor and students will actively exchange/share their ideas. Weekly virtual office hours will also be available for all students to ask questions, clarify concepts, and learn more about hip hop dance techniques, choreography, history, and professional opportunities.

### 1b. Student - Student Interaction:

Every week, students will actively interact with each other through threaded discussions and peer feedback on LMS. Students will collaborate creatively multiple times during the semester on take-home partner and group projects. In peer-to-peer evaluation, students will be required to share their observations/suggestions/responses regarding their classmates' execution of movement vocabulary, choreographic creativity, and artistic expression.

### 1c. Student - Content Interaction:

In addition to the weekly LMS and video conferencing meetings, students will receive pre-recorded movement/choreography tutorials and lectures on culture/history, PDF lecture notes on terminology, history, & culture, assigned and extra credit reading material (online articles and scanned PDF book chapters), and additional web resources including performance videos and podcast interviews of working professionals in commercial dance fields, websites of dance organizations, and online examples of video reels, headshots, and audition strategies. Students will engage with LMS discussion boards on various dance-related topics and have take-home writing assignments and creative projects related to hip hop dance.

### 1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Online Lecture	Movement-based content	30.00%
Exams	Testing (knowledge & skill-based)	10.00%
Peer Feedback	Peer feedback & critique	10.00%
Written assignments	Written assignments (i.e. research papers, read/watch-&-respond papers, self-reflection assignments, dance concert reviews)	20.00%
Discussion	Threaded discussions on Canvas	10.00%
Study and/or Review Sessions	Posting/sharing work online	10.00%
Project Presentation	Collaborative projects (i.e. group choreography, presentations)	10.00%

### 2. Organization of Content:

On LMS, the course will be organized into weekly modules that include each week's prerecorded lectures and demonstrations, assignments, quizzes/exams, discussion prompts, and supplemental training resources like video tutorials, visual diagrams, and research articles. Instructor will also send out email announcements reminding students of assignments and deadlines to ensure the successful deliverance of the weekly course materials.

### 3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Class participation/Overall technical and artistic improvement	Evaluating student's execution of movement vocabulary and application of concepts via video submissions.

30.00%	Exams/tests - Midterm & Final exams	20% Practical/dance and 10% Written/theory. Students will be evaluated via video submission executing specified movement vocabulary and be given a written research or read-&-respond assignment via LMS
20.00%	Threaded discussions/posting & sharing work	LMS postings/ discussion groups, Peer feedback & collaborations. Students will be assessed according to assigned prompts/objectives/rubrics.
20.00%	Written assignments - Dance concert reviews	Students will view performances of SMC's Synapse Contemporary Dance Theater and Global Motion World Dance Company and write critical analysis concert reviews. Students will be assessed according to assigned prompts/rubrics.

**4. Instructor's Technical Qualifications:**

Instructors must be well versed in the use of computers, internet, LMS like Canvas, email, video conferencing like Zoom, Google Drive, and YouTube.

**5. Student Support Services:**

Through the syllabus, announcements, and emails, the instructor will provide the links to LMS guides/tutorials, SMC library, bookstore, financial aid, student services, disabled students center, wellness and counseling resources, as well as additional COVID-19 resources.

**6. Accessibility Requirements:**

Any videos shared will be properly captioned. All PDF's and other added files and documents will be Section 508 compliant.

**7. Representative Online Lesson or Activity:**

Course objective: "Recognize rhythmic structures and syncopations in hip hop music, and their relationship to movement at an advanced level."

Sample online activity: Instructor self-records the demonstration and tutorial of a short piece of choreography with specific rhythm and syncopation to a specific song. Student learns choreography, performs the original version via video submission, then translates and performs it to a different song of their choice while maintaining the original choreographed musicality. This demonstrates their understanding of the baseline timing/rhythm/meter/accents and ability to retain choreography accurately while applying it in a new context.

**Advisory Checklist and Worksheet: DANCE 13**  
**Proposed Advisory: DANCE 12**

**SECTION 1 - CONTENT REVIEW:**

Criterion	N/A	Yes	No
1. Faculty with appropriate expertise have been involved in the determination of the advisory.		<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		<b>X</b>	
3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		<b>X</b>	
4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		<b>X</b>	
5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		<b>X</b>	
6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		<b>X</b>	
7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		<b>X</b>	
8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		<b>X</b>	

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: DANCE 13**

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

A)	Demonstrate strength, flexibility, coordination and stamina to execute the technical skills of intermediate hip hop dance.
B)	Embody intermediate hip hop movements in various styles (i.e. hip hop, pop and lock, krump, break dance, street dance).
C)	Create "freestyle" hip hop dance phrases using improvisational skills at an intermediate level.
D)	Recognize rhythmic structures and syncopations in hip hop music, and their relationship to movement at an intermediate level.
E)	Evaluate movements in terms of space, time and force and reproduce them accurately through the movement of their own body at an intermediate level.
F)	Apply concepts of body alignment and structural placement in hip hop dance at an intermediate level
G)	Employ in-depth critical analysis of hip hop choreography (in writing and discussion) as experienced through attendance and viewing of live concerts, films, videos and in-class demonstrations.
H)	Articulate the relationship of hip hop dance to African diasporic dance traditions in American culture and cultures abroad.

**EXIT SKILLS (objectives) FROM: DANCE 12**

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

1.	Demonstrate strength, flexibility, coordination, control, and stamina to execute the technical skills of hip hop dance styles at an advanced level.
2.	Embody hip hop dance movements and sequences in various styles (i.e. Old School Grooves, New School Hip Hop, Popping, Waving, Locking, Breaking, House) at an advanced level.
3.	Express individual artistry and style through freestyle and performance skills at an advanced level.
4.	Recognize rhythmic structures and syncopations in hip hop music, and their relationship to movement at an advanced level.
5.	Memorize and perform hip hop dance choreography accurately with dynamic energetics, textures, level changes, isolations, and complex rhythms at an advanced level.
6.	Apply proper body alignment, structural placement, kinesiological awareness and injury prevention concepts to all warmup exercises and choreography.

- 7. Employ in-depth critical analysis of hip hop dance choreography and freestyle (in writing and discussion) as experienced through attendance and viewing of live concerts, films, videos and in-class demonstrations at an advanced level.
- 8. Articulate the relationship of hip hop dance to African diasporic dance traditions in American culture and cultures abroad at an advanced level.

		ENTRANCE SKILLS FOR: DANCE 13								
EXIT SKILLS From: DANCE 12		A	B	C	D	E	F	G	H	
		1	X							
		2		X						
		3			X					
		4				X				
		5					X			
		6						X		
		7							X	
		8								X



## New Course: MUSIC 44, Mariachi Ensemble

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	72.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.00
<b>In-Class Lab:</b>	2.00
<b>Arranged:</b>	1.00
<b>Outside-of-Class Hours:</b>	36.00
<b>Transferability:</b>	Transfers to CSU, UC (pending review)
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Proposed Start:</b>	Fall 2022
<b>TOP/SAM Code:</b>	100400 - Music / E - Non-Occupational
<b>Grading:</b>	Letter Grade or P/NP
<b>Repeatability:</b>	Yes
<b>Library:</b>	Library has adequate materials to support course
<b>Minimum Qualification:</b>	Music
<b>Program Impact:</b>	Music AA

### Rationale

This course expands the non-Western-European tradition music department ensemble offerings. It also provides a dual-enrollment opportunity for high school students studying mariachi.

### I. Catalog Description

This course provides rehearsal and performance of literature written for mariachi ensembles with emphasis on methods and materials. Musical materials include published arrangements of mariachi repertoire, special arrangements of mariachi music, and contemporary compositions in the mariachi idiom selected according to the ability of the group. Instructor approval and the ability to play an instrument or sing are required.

### 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. Mariachi Mastery Songbook, Nevin, Jeff, Kjos Music Company © 2017, ISBN: 978-0849735493
2. Musical literature, in the form of printed sheet-music appropriate for the skill level and instrumentation of the class, will be selected. The repertoire will vary from semester to semester.

### III. Course Objectives

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

1. Demonstrate competent instrumental/vocal technique and performance with emphasis on correct notes, intonation, rhythm, articulation, musical interpretation, and tone quality.
2. Demonstrate increased ensemble technique and sight-reading ability.

### IIIb. Arranged Hours Objectives:

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

1. Competently perform selected mariachi pieces as part of an ensemble.

### IV. Methods of Presentation:

Other (Specify), Observation and Demonstration, Discussion, Critique, Lecture and Discussion  
Other Methods: Concentrated rehearsal in preparation for public performance.

### IVb. Arranged Hours Instructional Activities:

Observation and Demonstration, Discussion, Critique, Other (Specify)  
Other Methods: Rehearsal and public performance.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
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20.000%	Sight reading.
50.000%	Rehearsal to improve and perfect accuracy of notes, rhythm, intonation, etc.
10.000%	Discussion of style as it relates to the music being rehearsed.
20.000%	Public performance.
100.000%	Total

Vb. **Lab Content**

<u>% of Course</u>	<u>Topic</u>
50.00%	Sight-reading; unifying bowing (violins), articulation (trumpets), and strumming (guitars); stage presence; memorization
20.00%	Instrumental and vocal technique; sound production; tone quality; range; finger dexterity; breath control (wind instrument), bow control (violins), and hand/finger control (guitars); diction (singers); posture, expression.
20.00%	Mariachi style: Ranchera, valseada, polkeada, lenta, Son jalisciense, Jarabe, Huapango, Bolero Ranchero.
10.00%	Mariachi history; important musicians and ensembles, including Mariachi Vargas de Tecalitlán, Vicente Fernandez, Silvestre and Gaspar Vargas, Ruben Fuentes, Pedro Infante, Jorge Negrete, Lola Beltran, Javier Solis, and others.
100.00%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
20%	Class Work
30%	Other: Assessment of student preparation for each rehearsal.
30%	Final Performance
100%	Total

VII. **Sample Assignments:**

**Master a piece/passage:** Practice each assigned piece/passage using a metronome, mastering the material at the specified tempo.

**In-class performance assessment:** Practice a specified piece/passage in preparation for playing the part individually in class.

VIII. **Student Learning Outcomes:**

1. Apply the principles of musicianship, with an emphasis on appropriate technique and interpretation, in rehearsal and public performance of mariachi repertoire.
2. Demonstrate the ability to perform mariachi repertoire in public performance.

## Substantial Change: MUSIC 2, Musicianship

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	2.00
<b>In-Class Lab:</b>	1.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	72.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Corequisite(s):</b>	MUSIC 6
<b>Skills Advisory(s):</b>	MUSIC 5 MUSIC 1

### Rationale

Music 5 (Fundamentals of Musicianship) was created and first offered in Spring 2020 to support students in advance of taking Music 2. Music 2 was not updated at that time to indicate Music 5 as a skills advisory--this update is to correct that.

### I. Catalog Description

This course covers sight singing with the "movable do" system, keyboard harmony, and in-class dictation of melodic lines, rhythmic patterns, intervals, harmonic progressions. Also included are ear training exercises using computer-assisted-instruction. Correlated with Music 6 (Diatonic Harmony).

### 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. Music for Sight Singing, 10th, Ottman, Pearson © 2018, ISBN: 978-0134475455
2. Practica Musica. <http://www.ars-nova.com>, 6 ed.

ARS Nova's Practica Musica 6 is an effective teaching resource with progressive, wide-ranging lessons that prove effective for beginners and advanced students alike. Learning to read music is easy with Practica Musica 6, which guides students through step-by-step lessons. Interval and chord recognition help students with ear training, and Musica 6's notation tools allow you to write, hear, and print out your own compositions.

3. References: Models for Keyboard Harmony, compiled and edited by David Goodman

### III. Course Objectives

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

1. Sight sing diatonic melodies using "movable do".
2. Notate simple musical patterns and phrases by dictation.
3. Hear intervals, rhythm patterns, and basic diatonic chord progressions.
4. Transpose basic diatonic chord progressions at the keyboard.

### IV. Methods of Presentation:

Lecture and Discussion, Other (Specify)

Other Methods: Lecture-demonstration, Laboratory-type participation in class augmented by individual practice outside of class using computer-assisted-instruction.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
25.000%	Introduction to sight singing; evolution and application of the "movable do" system.
25.000%	Goals of keyboard harmony and analysis of the core harmonic progressions.
25.000%	Approaches to harmonic, melodic, and rhythmic dictation.
25.000%	Various approaches to interval ear identification and interval singing.
100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
5%	Class Participation
25%	Exams/Tests
30%	Final exam
5%	Homework
20%	Other: 15% Midterm Exam 5% Media Lab
15%	Quizzes
100%	Total

VII. **Sample Assignments:**

**Sample Assignment #1:** Sing the following diatonic melody using movable-do solfege, with correct rhythm and pitch at a steady tempo.

**Sample Assignment #2:** Write down the rhythmic pattern that you are hearing.

VIII. **Student Learning Outcomes:**

1. Demonstrate proficiency and skill at sight singing simple diatonic melodies and transposing basic diatonic harmonic progressions and chords at the keyboard.
2. Demonstrate proficiency and skill at hearing and transcribing diatonic melodies, chord progressions, intervals, and rhythmic patterns so that they will begin to correlate the aural aspects of music to the standard written musical notation.

**Advisory Checklist and Worksheet: MUSIC 2**  
**Proposed Advisory: MUSIC 5**

**SECTION 1 - CONTENT REVIEW:**

Criterion	N/A	Yes	No
10. Faculty with appropriate expertise have been involved in the determination of the advisory.		<b>X</b>	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.		<b>X</b>	
12. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.		<b>X</b>	
13. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.		<b>X</b>	
14. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).		<b>X</b>	
15. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory.		<b>X</b>	
16. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.		<b>X</b>	
17. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.		<b>X</b>	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.		<b>X</b>	

**ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN: MUSIC 2**

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

I)	Sight sing simple diatonic melodies using "movable do."
J)	Sing scales and other melodic patterns using "movable do."
K)	Notate simple musical patterns and phrases by dictation.
L)	Hear intervals, rhythm patterns, chords, and scales.
M)	Perform basic rhythm patterns by sight using rhythmic solmization syllables.
N)	Play basic chords and melodic patterns at the keyboard in all keys.

**EXIT SKILLS (objectives) FROM: MUSIC 5**

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

9.	Sight sing simple diatonic melodies using "movable do."
10.	Sing scales and other melodic patterns using "movable do."
11.	Notate simple musical patterns and phrases by dictation.
12.	Hear intervals, rhythm patterns, chords, and scales.
13.	Perform basic rhythm patterns by sight using rhythmic solmization syllables.
14.	Play basic chords and melodic patterns at the keyboard in all keys.

		ENTRANCE SKILLS FOR: MUSIC 2							
		A	B	C	D	E	F	G	H
EXIT SKILLS From: <b>MUSIC 5</b>	1	X							
	2		X						
	3			X					
	4				X				
	5					X			
	6						X		

## Substantial Change: MUSIC 87A, Fingerstyle Guitar, First Level

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.50
<b>In-Class Lab:</b>	1.50
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	54.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>Degree Applicability:</b>	Credit - Degree Applicable

### Rationale

Adjusting the course title to more accurately reflect original intentions, which remain the current practice.

### I. Catalog Description

This course focuses on music reading in first-position from beginning to intermediate level and on right- and left-hand skills, using repertoire from Classical, Flamenco, Popular, and other traditions.

### 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. Basis Classical Guitar Method 1, 1st, Tennant, Scott, Alfred Music © 2003, ISBN: 9780739033890
2. Beginner's Guide to the Classical Guitar, Goodman, J., BookSurge Publishing © 2009, ISBN: 1439267499
3. The Classical Guitar Compendium: Classical Masterpieces Arranged for Solo Guitar, Mermikides, Bridget, Hal Leonard © 2017, ISBN: 978-1495046254

### III. Course Objectives

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

1. Demonstrate basic music reading ability in first position.
2. Demonstrate index, middle and annular right hand rest and free strokes as well as a variety of strumming patterns and techniques.
3. Play with relaxed right and left hand technique in first position.
4. Play beginning classical guitar repertoire in first position.
5. Demonstrate notating left and right hand fingerings on guitar music.

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
7.000%	Correct posture and how to hold the guitar; tuning the guitar; right and left hand positioning; relaxation of hands, arms, body; literation of right hand fingers; string names and numbers
8.000%	The rest stroke in 4/4 time; free stroke 3/4 time; use of rest and free strokes; whole note study in first position; Rasquedo technique; names of notes on staff; notes in first position on guitar.
8.000%	The whole, half, quarter, and eighth notes; Tremelo technique; dynamic markings
8.000%	Melodic study in higher position with rest stroke on first string; Giuliani arpeggio exercises; chromatic scale exercise in first position
8.000%	Grasping left hand chord positions; position on the fingerboard; one position ascending shift in scale on all strings
8.000%	Tremelo on second string
8.000%	Two position shift on all strings; third and fourth Giuliani right hand studies
8.000%	Ascending and descending chromatic scale exercise on all six strings; position shifts and left hand planting technique; fifth and sixth Giuliani R. H. studies.

8.000%	Left hand Legato strengthening exercises; latin right hand rhythm pattern; holding chord formations; sixth and seventh Giuliani right hand studies
8.000%	Spanish style guitar study; Golpe technique; eighth and ninth Giuliani studies.
8.000%	Tenth and eleventh Giuliani studies
8.000%	Rearranging order of melodic variations for Spanish study
5.000%	Sight-reading; twelveth Giuliani studies
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Class Participation
10%	Class Work
25%	Exams/Tests
25%	Final Performance
5%	Other: Concert attendance
15%	Quizzes
100%	Total

VII. **Sample Assignments:**

**Sample Assignment #1:** Majors scale using Segovia fingering in the key of C, G, and E.

**Sample Assignment #2:** Giuliani right hand exercise one and two.

**Sample Assignment #3:** Read excerpt by Sor and Aguado in standard notation in open position.

VIII. **Student Learning Outcomes:**

1. Demonstrate through performance improved basic classical and flamenco guitar skills.
2. Demonstrate performance practices by playing various pieces of music for their peers i.e. Studies by Sor, Aguado, Traditional Flamenco.

## Substantial Change: MUSIC 87B, Fingerstyle Guitar, Second Level

<b>Units:</b>	2.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	1.50
<b>In-Class Lab:</b>	1.50
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	54.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>Degree Applicability:</b>	Credit - Degree Applicable
<b>Skills Advisory(s):</b>	MUSIC 87A

### Rationale

Adjusting the course title to more accurately reflect original intentions, which remain the current practice.

### I. Catalog Description

This course focuses on music reading in first-position at the intermediate level and on right- and left-hand skills, using repertoire from Classical, Flamenco, Popular, and other traditions.

### 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. Beginner's Guide to the Classical Guitar, 1st, Goodman, J., BookSurge Publishing © 2009, ISBN: 9781439267493
2. Basic Guitar Method Book 2, 1st, Tennant, Scott, Alfred Music Publishing © 2003, ISBN: 0739019856
3. Pumping Nylon: Book and DVD, 2nd, Tennant, Scott, Alfred Music Publishing © 2010, ISBN: 0739024035
4. The Classical Guitar Compendium: Classical Masterpieces Arranged For Solo Guitar, Mermikides, Bridget, Hal Leonard © 2017, ISBN: 978-1495046254

### III. Course Objectives

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

1. Read music above the first position.
2. Demonstrate technical skills at the intermediate level equivalent to level one State of California College and University Performance standards.
3. Play Tremelo, arpeggio, single note runs

### IV. Methods of Presentation:

Lecture and Discussion, Observation and Demonstration

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Review of fundamentals of posture, relaxation, hand position, and rest and free strokes.
40.000%	Three and four finger tremolo technique. Rasquedo technique. Guiliani right hand studies. Golpe technique.
10.000%	Ascending and descending chromatic scales on all strings.
30.000%	Solo, duet, and ensemble performance of pieces in various styles.
10.000%	Movable major scale pattern starting on the sixth string. Movable melodic minor scale pattern.
100.000%	Total

### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
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20%	Class Participation
10%	Class Work
25%	Exams/Tests
25%	Final Performance
5%	Other: Concert attendance
15%	Quizzes
100%	Total

**VII. Sample Assignments:**

**Sample Assignment #1:** Majors scale using Segovia fingering in the key of D, A, and B.

**Sample Assignment #2:** Giuliani right hand exercise 20 and 21.

**VIII. Student Learning Outcomes:**

1. Demonstrate improved basic classical and flamenco guitar skills and add more advanced skills to their skills list.
2. Assimilate and display performance practices by playing for fellow students and guests to the class.

## Distance Education: CHINESE 3, Intermediate Chinese 1

<b>Units:</b>	5.00
<b>Total Instructional Hours (usually 18 per unit):</b>	90.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	5.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	180.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>IGETC Area:</b>	3B: Humanities 6A: Languages other than English (UC Requirement Only)
<b>CSU GE Area:</b>	C2 – Humanities
<b>SMC GE Area:</b>	Area III: Humanities Area V: Global Citizenship
<b>Degree Applicability:</b>	NONE
<b>Skills Advisory(s):</b>	CHNESE 2

### I. Catalog Description

This course builds on language skills developed in Chinese 1 and 2. The course will complete and review basic grammar and key sentence patterns of Chinese, provide practice in the appropriate use of idiomatic expressions, and further develop skill in reading and writing Hanzi (Chinese characters). It will also build vocabulary, expand reading comprehension, and encourage more extensive conversation in Chinese. It will cover additional aspects about Chinese culture and history. This course is taught in Chinese except in cases of linguistic difficulty as determined by the professor.

### 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. Integrated Chinese 2: simplified characters, 4th, Volume 2, Liu et al., Cheng & Tsui © 2018, ISBN: 9781622911417

### III. Course Objectives

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

1. Show knowledge of the essentials of modern Chinese grammar and idiomatic usage.
2. Recall and use a basic vocabulary of 1750 basic words and expressions (1000 in Book One & Two, plus 750 in Book Three which includes 540 in the formal list and 210 in the supplementary list) related to the following topics: meals and beverages, talking about food, restaurants, numbers and currency, shops and shopping, geography of China, possibility, weather (II), travel plans, means of transportation, traveling in China, parts of the body (II), diseases and treatment, accidents, and emergency.
3. Demonstrate the ability to carry on a conversation in Chinese within the 1750-word range.
4. Paraphrase information found in reading materials and compose essays in the intermediate level in Hanzi within the 1750-character range.
5. Correctly apply sentences with the experimental aspect particle "guo".
6. Recall and use large numbers (from 0 to a billion), fractions and recognize the units of the Renminbi--the People's Currency of China.
7. Demonstrate a good understanding of the following complements: the frequency complement, the duration complement, the resultative complement, the complex directional complement, and the potential complement.
8. Use exclamation with "duome...a" and apply some most common subordinate complex sentences.
9. Correctly use the subjectless sentence, the existential sentence, the "ba" sentence, the notional passive sentence, and the "bei" sentence.
10. Show knowledge of important elements of Chinese history, culture, and geography.

### IV. Methods of Presentation:

Other (Specify)

Other Methods: Lecture on grammar and cultural topics; comprehension activities (listening to instructor, viewing a video series, audio tapes); speaking activities in small groups and pairs; pronunciation, spelling, and vocabulary acquisition activities; written self-expression on designated topics; and short reading and cultural note activities

V. **Course Content**

<b>% of Course</b>	<b>Topic</b>
6.000%	Topic: Meals and beverages Grammar: Review the basic patterns introduced in Chinese 1 and 2; the aspect Particle "guo" which indicates the past experience and the frequency complement Culture Chinese tea
6.500%	Topic Talking about food Grammar: The duration complement Culture: Chinese food culture (I)
6.500%	Topic: Restaurants Grammar: None Culture: Chinese food culture (II)
6.500%	Topic: Large numbers and currency Grammar: Numeral words (II): large numbers, fractions, and decimals Culture: Chinese ceramics
6.500%	Topic: Shops and shopping Grammar: Resultative complements (I) Culture: Shopping in Shanghai's Nanjing Road
6.500%	Topic: Various errands Grammar: Resultative complements (II) Culture: Renminbi or the Chinese people's currency
6.500%	Topic: Geography of China Grammar: Expressing exclamation with "duome...a" Culture: China's geography (I)
6.500%	Topic: Possibility Grammar: Potential complements Culture: Chinese proverbs
6.500%	Topic: Weather (II) Culture: Climate in China (II)
7.000%	Topic: Transportation and travel Grammar: The complex directional complement Culture: Travel by air in China
7.000%	Topic: Means of transportation Grammar: The existential sentence Culture: Travel by train in China
7.000%	Topic: Traveling in China Grammar: The "ba" sentence Culture: Man-powered and animal-powered means of transportation in China
7.000%	Topic: Parts of the body (II) Grammar: None Culture: Traditional Chinese medicine
7.000%	Topic: Diseases and treatments Grammar: Semantically passive sentences without the passive marker Culture: Consulting a doctor in China
7.000%	Topic: Accidents and emergency Grammar: The "bei" sentences and a summary of subordinate complex sentences Culture: None
100.000%	Total

VI. **Methods of Evaluation**

<b>% of Course</b>	<b>Topic</b>
15%	Class Participation
40%	Exams/Tests: 3-4 Tests & Midterm Exam
30%	Final exam
15%	Quizzes
100%	Total

VII. **Sample Assignments:**

1. Following the instruction, do the grammar exercises in Chinese characters from the textbook, p.17-19. They should be printed on separate sheets of paper so that they will be collected and corrected.
2. Writing project: Briefly describe in Chinese characters what the people in your native country eat for breakfast, lunch and supper (about 150-200 words), p. 64. They can be either handwritten or typed.

### VIII. Student Learning Outcomes:

1. Understand, speak, read and write Chinese at the level between the Intermediate Low and the Intermediate Mid as defined by ACTFL, i.e., the student will be able to carry on intermediate-level conversation with greater accuracy, read materials simplified from the original texts, and write short articles within the range of 1750 basic vocabulary, when encountering the situations covered in the course. As assessed by: Compositions and short answer responses, exercises, quizzes, and/or exams Writing responses to oral questions on exercises, quizzes, and/or exams Chinese character quizzes
2. Construct sentences by correctly using all the grammatical items covered in the course. As assessed by: Writing or giving oral descriptions of pictures Answering written questions on exercises, quizzes, and/or exams
3. Demonstrate a fundamental knowledge of some more important aspects of Chinese culture that are introduced in the course. As assessed by: Oral presentations in class Short answers or identifications on exercises, quizzes, and/or exams

## CHNESE 3 Distance Education Application

Fully Online

### 1a. Instructor - Student Interaction:

Throughout the semester, communication between the instructor and each student will be frequent and ongoing. The instructor will initiate such communication. In addition, the instructor will send out a welcome letter one to two weeks before the beginning of the semester along with information about the course's content and required class materials. The instructor will also provide frequent feedback and suggestions on student work, such as listening, speaking, reading, typed, and handwritten assignments, and cultural discussion activities, to assist the students and improve their performance. The instructor will communicate with students weekly using the announcement function in the LMS, email the class at or before the beginning of each week, and contact students with important reminders. Assignments, exams, and quizzes will be given via the LMS. There will be clear and detailed instructions for each assignment, and the instructor will answer the students' questions about assignments in a timely manner. The instructor will also hold weekly virtual office hours during which students can meet with them to address any concerns and questions. The instructor will also be available via email to attend to students' questions.

### 1b. Student - Student Interaction:

Student-student interaction will happen frequently in multiple ways. Students will regularly participate in student-student interactive activities using threaded discussions, collaboration tools, and audio-recording software such as VoiceThread and Flipgrid. Typically, assignments require, in written or orally, at minimum comments to two classmates. Using a discussion forum, students will be able to communicate with each other throughout the course regarding course material and assignments. A virtual student lounge will also be provided to encourage students to interact with each other on non-course related topic.

### 1c. Student - Content Interaction:

Students will engage with course materials regularly through video lectures, lecture notes, auto or manually graded online assignments, and handwritten assignments. The instructor provides a variety of activities for students to develop four language skills (listening, speaking, reading, and writing) and cultural competence. To address a variety of learning styles, instructors present course materials both visually and auditory whenever possible. The instructor gives typing, handwritten, and speaking assignments that require the application of knowledge and skills in a real-world context. The instructor provides individual feedback and comments to ensure individual learning. Handwritten assignments will be manually graded by the instructor using an annotation function of LMS.

### 1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	% of Online Course Hours
Other (describe)	Comprehension check quizzes: Students will take comprehension check quizzes to self-assess their understanding of course content. Each quiz allows unlimited attempts, which provides students with the opportunity to develop an understanding of the materials through trial and error. Their highest scores will be recorded.	20.00%
Written assignments	Students will complete typed and handwritten assignments on various topics created by the instructor. These assignments will be assessed for grammatical accuracy, use of vocabulary, and spelling. For handwritten assignments, the legibility of Chinese characters (Hanzi) will also be checked.	15.00%

Other (describe)	Recording Assignments: Students will listen to questions and record their responses orally. The assignment will be assessed in terms of vocabulary, fluency, accuracy, and effectiveness in the use of language and amount of speech. Students will also give feedback on two classmates' recordings.	15.00%
Threaded Discussions	Students will watch videos and/ or read articles on Chinese culture, and they will share their findings comparing and contrasting Chinese culture and their own culture on the LMS discussion forums. They will also provide feedback on two classmates' posts.	10.00%
Exams	Students will be tested weekly on vocabulary and writing Hanzi. There will also be quizzes on grammatical concepts, midterm exams, and final exams that include listening, recording, and hand-written compositions. The quizzes and exams will be administered via the LMS.	20.00%
Videos	Students will view recorded lectures to learn vocabulary terms, Hanzi, and, grammatical concepts; practice listening and speaking dialogues in various situations; and read semi-authentic Chinese texts. Students will also watch videos on various cultural topics to develop cultural competency.	20.00%

## **2. Organization of Content:**

Content is organized into modules based on textbook chapters. Learning outcomes are included within each module and content is aligned with those outcomes. Content is delivered through a variety of accessible modalities including, but not limited to, assigned textbooks, texts within LMS pages, external websites, audio (with transcripts), captioned videos, and images with alternative text. A typical instructional module includes (1) recorded lectures to introduce vocabulary, grammar concepts, kanji and cultural topics, (2) practice quizzes and assignments on the LMS and external websites for mechanical drills, (3) graded assignments on the LMS for listening, speaking, reading and writing practice, (4) discussion forum(s) and recording software for culture discussion and communicative and proficiency-oriented activities; (5) quizzes and exams for summative assessments (6) other course-specific components as necessary. Technologies used to deliver content are the Learning Management System, recording programs such as VoiceThread and Flipgrid, collaboration tools such as GoogleDocs.

## **3. Assessments:**

<b>% of grade</b>	<b>Activity</b>	<b>Assessment Method</b>
20.00%	Comprehension check assignments and threaded discussions based on video lectures	LMS automatic feedback and written or audio comments in the comment section using a rubric
15.00%	Listening and reading assignments	LMS automatic feedback and written or audio comments in the comments section
15.00%	Speaking and writing assignments	Written or audio comments in the comments section, and handwritten feedback using the annotation function
15.00%	Speaking (recording) tests	Written or audio comments in the comments section, and handwritten feedback using the annotation
15.00%	Vocabulary, grammar, and Hanzi quizzes	LMS automatic feedback and written or audio feedback in the comments section
20.00%	Exams	Feedback in the comments section and handwritten feedback using the annotation function

## **4. Instructor's Technical Qualifications:**

Instructors will need proficiency in the learning management system, video conferencing software and various other tools to produce recorded lessons/content. Instructors will need to know how to use web-based technologies to host office hours, create and upload captioned videos, communicate with students, create announcements and discussion forums, create assignments requiring online submissions, manage grades, administer exams. The instructor should also be knowledgeable of accessibility resources on and off-campus and be willing to stay current as technology changes every day. Professional development in online teaching and the current LMS is highly encouraged and available through the college LMS and other training. Instructors should know how to get support from the IT department, the Distance Education Program, and the LMS support hotline.

## **5. Student Support Services:**

The instructor will provide information about and links to SMC key services: Student Help Desk, the Learning Management Help Desk, the Center for Students with Disabilities, the Center for Wellness and Wellbeing, Financial Aid, Campus Police, Dream Program, Counseling Services, International Education Office, EOPS Program and Services,

Care Prevention Team, Title IX office, tutoring services, and the library. The resources will be incorporated in the syllabus and in the LMS and the instructor will refer to them in lessons, office hours, and via messages as needed.

**6. Accessibility Requirements:**

If a student needs help with the Learning Management System, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, The Learning Management System Support Hotline, and the Center for Students with Disabilities. The course will be designed in a manner that allows for easy readability for all students, including those using accessibility readers. All video content will be captioned, and instructors will use the LMS tools that aid and ensure accessibility. In the LMS: - assignments in the same categories will have the same format/structure. - content pages will consistently use heading styles. - lists will be created using bullets or the numbered list tool. - pages will have sufficient color contrast between the foreground and background. - hyperlinks will be embedded. - images will use alt text.

**7. Representative Online Lesson or Activity:**

Students will submit responses on a topic selected by the instructor in the discussion forum and provide feedback for two classmates' posts using peer review features in the LMS. Sample topics include favorite travel destinations and career goals. The student will rewrite their responses by hand, incorporating comments from classmates, and submit the final work to the LMS. The assignment will be graded in terms of the quality of content; accuracy and effectiveness in the use of language; writing words in Hanzi (Chinese writing system) at an appropriate level. The discussion forum is used for the first draft to give students the opportunity to learn from each other's writing.

## Global Citizenship: SPANISH 9, The Civilization of Spain

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>IGETC Area:</b>	3B: Humanities
<b>CSU GE Area:</b>	C2 – Humanities D7 - Interdisciplinary Social and Behavioral Science
<b>SMC GE Area:</b>	Area III: Humanities Area V: Global Citizenship
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Skills Advisory(s):</b>	SPAN 3

### Rationale

Course updates :SLOs, textbook and Global Citizenship requirement.

### I. Catalog Description

This course traces the development of Spanish culture from prehistoric times to the present. It explores the geography, history, literature, music, art, and the customs of the major cultural and linguistic regions of Spain. The course will be taught in Spanish except in cases of linguistic difficulty as determined by the professor.

### 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. Culturas de España, 2nd, Pereira-Muro, Carmen , Cengage © 2015, ISBN: 9781305147331

### III. Course Objectives

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

1. Identify major geographic landmarks.
2. Describe chronologically the various ethnic groups that invaded or migrated to the Iberian Peninsula from prehistoric times to the Middle Ages and their cultural contributions.
3. List the cultural contributions of the Romans to Hispania and Hispanic contributions to Roman culture.
4. Discuss the influence of Muslims and Jews in the development of "modern" Spain.
5. Identify great works of Spanish artists in architecture, painting, sculpture, music, and literature from the Medieval era to the present.
6. Research and study historical events up until the 21st century that have led Spain to its current social and political structure.
7. Summarize the major institutions in Spanish life.

### IV. Methods of Presentation:

Other Methods: Lecture on Spanish history and culture; reading and interpretation of key studies in class; geographical maps, treaties, literary works, painting, music pieces, and other artistic expressions; viewing of appropriate films and PowerPoint presentations.

### V. Course Content

<u>% of Course</u>	<u>Topic</u>
6.000%	Introduction, Etymology of geographical names, sociological facts of present day Spain. The thirteen original provinces of Spain. Maps of Spain delineating major geographical areas.
6.000%	From Paleolithic times to the third century before Christ. Peoples that invaded Spain. The major eras. The Phoenicians, , the Greeks, and the Carthaginians.
6.000%	Roman Spain (I) Wars between the Carthaginians and the Romans. The Jewish presence in Spain. Sephardic music.

6.000%	Roman Spain (II) Byzantine presence, and the presence of the Visigoths. Notions of art and architecture from the Romans.
6.000%	Spain under the Visigoths, Islam and the lace of the Jews. Invasions from the Vth century to the 8th,Pre-romanesque art . Moorish and Arabic architecture. The renaissance of Cordoba.
6.000%	The fight for the unification of Catholic Spain. The Medieval kingdoms to the north, the Romanesque art and beginning of Gothic architecture.
6.000%	The arrival and hegemony of the Muslims. The beginning of the reconquista, The first universities of the XIIIth century. Art literature, and music from the period.
6.000%	Catholic and Modern Spain. Separation of Portugal. The ,marriage of Ferdiand of Aragon and Isabel of Castile..The discovery of America, the expulsion of the Jews and the fist Castilian grammar. Art, music, literature and architecture of the period.
6.000%	Imperial and Militant Spain. Charles the Vth, Philip the 2nd, wars and expansion. The Protestant reform the Society of Jesus. The plateresque and the Gothic in architecture, music and literature.
6.000%	Mystic and Decadent Spain. The Spanish mystics, the Golden Age and the decadence of the empire. Beginning of the Baroque in architecture, literature, and music.
6.000%	Bourbon Spain. The beginning of the Bourbon dynasty. The Napoleonic invasion and the loss of most colonies in Spanish America. Expulsion of the Jesuits. The age of Goya.
6.000%	Republican Spain. Revolution, Old Regime, The First Republic, Return to Monarchy. The Constitution of 1876 and the Kingdom of Alphonse the XII th
6.000%	The generation of '98. La Belle Epoque. The kingdom of Alp[hones the XIII th, Spain remains neutral during WWI. Cultural manifestations from the period.
6.000%	The generation of '27. The dictatorship of Primo de Rivera., The Second Republic. The Civil War (1936-1939) the dictatorship of Franco, 500,000 Spaniards dead and 500,000 exiled. Cultural expressions inside and outside of Spain. Cinema in Spain.
6.000%	Post-Franco Spain. The U.N. refuses Spain in 1945. In 1969, Juan Carlos assumes the power. In 1975 Franco dies. The 17 new "autonomías" Music, art and literature from the period. The movida in Madrid.
6.000%	Contemporary Spain. Spain in the XXI st century. Immigration problems. Art, music, cinema, literature and architecture from the periods
4.000%	Video presentations
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: Participation
20%	Final exam
15%	Oral Presentation
20%	Exams/Tests: Midterm exam
25%	Papers
10%	Quizzes: Chapter quizzes
100%	Total

#### VII. Sample Assignments:



Assignment 1: Write a two page report on the following topic: Who were the three kings that ruled Spain during the XVIIIth century? Give an account of the different policies they carried out between 1700 and 1808. Assignment 2: On the supplied blank map of Spain, please inscribe the borders, the five main mountain ranges, the six main rivers, and the four major languages in their respective regions or provinces.

#### VIII. Student Learning Outcomes:

1. Demonstrate a high level of language proficiency in Spanish in a variety of contexts.
2. Describe the regional, geographical, and cultural differences of the Iberian peninsula.
3. Demonstrate knowledge of significant socio-cultural events and issues, and artistic movements in the Iberian Peninsula.
4. Explain key historical and political events that have shaped the Iberian Peninsula and its role in the world from the Middle Ages to the 21st century.

#### Global Citizenship Application

##### Global Citizenship Category

- Global Studies

##### Course meets all of the following three criteria: (Please Check)

- 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).

##### Course Outline of Record

The course outline of record hadn't been changed in a while. We have updated the textbook(s), the methods of evaluation and the SLOs to be more relevant today.

##### Outcomes that pertain to this Global Citizenship Category

Explain key historical and political events that have shaped the Iberian Peninsula and its role in the world from the Middle Ages to the 21st century.

##### Narrative

The course content is explored primarily through a global perspective, and a comparative and/or analytical framework is used. Through the course content, students explore cultural, economic, political and social issues that impact cultures in the Iberian peninsula and their repercussions globally. The course material has contemporary significance since students examine periods of history and the ways said periods impact the way we live in the world today.

##### Departmental Vote

Yes 8; No 0; Abstain 0; Not Voting 0

## Global Citizenship: SPANISH 20, Latin American Civilization

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU, UC
<b>IGETC Area:</b>	3B: Humanities 4C: Ethnic Studies
<b>CSU GE Area:</b>	C2 – Humanities D7 - Interdisciplinary Social and Behavioral Science
<b>SMC GE Area:</b>	Area III: Humanities Area V: Global Citizenship
<b>Degree Applicability:</b>	Credit – Degree Applicable
<b>Prerequisite(s):</b>	SPAN 3

### Rationale

Course outline updates : global citizenship requirement, SLOs

### I. Catalog Description

This course introduces students to the development of Latin American culture from pre-Columbian times to the present. It will explore history, literature, art music, geography, archeology, culture, customs and traditions of Spanish America. This course will be taught in Spanish.

### 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. Las Culturas y Civilizaciones Latinoamericanas, Merrell, Floyd and Maria Teresa DePaoli, UPA © 2016, ISBN: 978-0761868002

### III. Course Objectives

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

1. Identify the physical geography of Latin America.
2. Describe the political geography of Latin America.
3. Discuss the cultural geography of Latin America.
4. Define the historic context in which the nations of Latin America developed.
5. Recognize the influence of Europeans, Asians, Africans and North Americans on the development of: Latin American culture. The Latin American character, Latin American politics, thought, literature, arts, folklore, music, architecture and cuisine.
6. Identify, compare and contrast the great works of Latin American architecture, painting, music, and literature from pre-Columbian times to the present.
7. State the most influential historic events and personalities that shaped Latin American history.
8. Construct the historical events of the twentieth century that have led Latin America to its current social and political structure.
9. Describe the major institutions in Latin America: the government, the church, education, women and the family, and the media.
10. Summarize current political and social structure.

### IV. Methods of Presentation:

Other Methods: The course will be conducted in Spanish. The students will complete reading assignments which will be presented in class lectures and discussed in each class meeting. Lecture on historical and cultural topics. Discussion of historical and cultural topics. Reports and presentations by the students. Reading Guest lecturers and/or films and documentaries.

### V. Course Content

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

10.000%	Introduction to Latin America
9.000%	Physical geography of Latin America
9.000%	The Aztecs, Mayas and Incas
9.000%	The Europeans
9.000%	The conquest and colonization
9.000%	The colonial culture
9.000%	Territorial expansion
9.000%	From conquest to independence
9.000%	The establishment of nations and the search for cultural emancipation
9.000%	New literary movements: Realism, Naturalism and Modernism.
9.000%	The present situation of Latin America
100.000%	Total

#### VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation
20%	Exams/Tests: Midterm Exam
20%	Final exam
15%	Oral Presentation
25%	Papers
10%	Quizzes
100%	Total

#### VII. Sample Assignments:

**Written report** : Sample assignment #1: Written report The student will select a cultural topic of interest pertaining to Latin America and will write a research paper of 3 -5 pages. The student will become the expert in class on this topic. This research paper should include: 1) 2 - 3 images that help to visualize the cultural topic, and have appropriate descriptive captions in Spanish. 2) Historical background information, with the appropriate bibliography. 3) A recent or contemporary point of view, with the appropriate bibliography. 4) This should be expressed in Spanish that reflects the student success in level 1-3 at the minimum. The student should use different tenses and modes to communicate ideas.

**Class presentation** : Sample assignment #2 Class presentation The student will select a cultural topic of interest pertaining to Latin America and will become the expert in class on this topic. The student will present this topic to the class and give a 15 - 20 minute presentation of a brief summary of their research. In this presentation the student must: 1) Show a level of organization. 2) Give a brief historical background. 3) Present the importance to the culture in the present day setting. 4) Answer questions that fellow students might have.

#### VIII. Student Learning Outcomes:

1. Students will be able to demonstrate a high level of language proficiency in Spanish in a variety of contexts.
2. Read, paraphrase and interpret a variety of literary, historic, artistic and creative texts in Spanish.
3. Communicate formally and informally in both oral and written forms using new vocabulary, verbs, structures and idioms presented in readings and discussions.
4. Demonstrate an understanding of historical, literary, artistic and political themes within the cultural context of the Spanish- American world by, reading, expressing, discussing and defending their point of view.

## **Global Citizenship Application**

### **Global Citizenship Category**

- Global Studies

### **Course meets all of the following three criteria: (Please Check)**

- 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).

### **Course Outline of Record**

A lot of the course outline of record didn't need to change : the course content, methods of evaluation, objectives are still relevant.

The textbook is from 2016, but it is a great textbook in Spanish, and it is very hard to find one in the target language. We hope to keep it for the upcoming years.

The SLOs have been slightly modified.

### **Outcomes that pertain to this Global Citizenship Category**

Demonstrate an understanding of historical, literary, artistic and political themes within the cultural context of the Spanish- American world by, reading, expressing, discussing and defending their point of view.

### **Narrative**

The course content is explored primarily through a global perspective, and a comparative and/or analytical framework is used. Through the course content, students explore cultural, economic, political and social issues that impact cultures from the Spanish-American world and their repercussions globally. The course material has contemporary significance since students examine periods of history and the ways said periods impact the way we live in the world today.

### **Departmental Vote**

Yes 8; No 0; Abstain 0; Not Voting 0