

College Curriculum Committee Meeting Agenda
Tuesday, March 7, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: February 21, 2017	Action	#3/7/17-1	Escoto
2. Announcements a. New Course Proposal b. Succession Planning c. Humanities Certificate of Achievement Approval	Information	#3/7/17-2	Escoto
3. Consent Calendar a. GE Applications	Action	#3/7/17-3—9	Escoto
4. New Department Code: NCCS	Information	#3/7/17-10	Escoto
5. New Program Application: Global Studies ADT	1st Read	#3/7/17-11—12	Escoto/ Evans
6. New Program Application: Bridge to College ESL Pathway Certificate of Completion (noncredit)	1st Read	#3/7/17-13	Escoto
7. New Program Application: English as a Second Language-Beginning Certificate of Completion (noncredit)	1st Read	#3/7/17-14	Escoto
8. New Program Application: English as a Second Language-Intermediate Certificate of Completion (noncredit)	1st Read	#3/7/17-15	Escoto
9. New Program Application: Language Arts Foundations Certificate of Completion (noncredit)	1st Read	#3/7/17-16	Escoto
10. Stand Alone Approval Request: ALCB 400B	2nd Read/ Action	#3/7/17-17	Escoto
11. Stand Alone Approval Request: ALCB 400D	2nd Read/ Action	#3/7/17-18	Escoto
12. Stand Alone Approval Request: IDS 406	2nd Read/ Action	#3/7/17-19	Escoto/Ha
13. Non-transcriptable Certificates	Discussion	#3/7/17-20	Escoto
14. ESLL 26	Discussion		Escoto
15. Honors Courses	Discussion		Escoto
16. Report Out from Division Reps	Discussion		All
17. Good of the Order			Escoto
18. Adjournment			Escoto

Consent Calendar:

Foothill General Education (attachments #3/7/17-3—9)

Area I—Humanities: ENGL 34C, 45A, 45B, 47A, 47B; HUMN 9; MUS 7F

Attachments:

#3/7/17-1 Draft Minutes: February 21, 2017
#3/7/17-2 New Course Proposal: MATH 1CHP
#3/7/17-10 New Department Code: NCCS

#3/7/17-11	Global Studies ADT Narrative
#3/7/17-12	Global Studies ADT TMC
#3/7/17-13	Bridge to College ESL Pathway Certificate of Completion Narrative
#3/7/17-14	English as a Second Language-Beginning Certificate of Completion Narrative
#3/7/17-15	English as a Second Language-Intermediate Certificate of Completion Narrative
#3/7/17-16	Language Arts Foundations Certificate of Completion Narrative
#3/7/17-17	Stand Alone Course Approval Request: ALCB 400B
#3/7/17-18	Stand Alone Course Approval Request: ALCB 400D
#3/7/17-19	Stand Alone Course Approval Request: IDS 406
#3/7/17-20	Non-transcriptable Certificates Offered in 2016-17

2016-2017 Curriculum Committee Meetings:

<u>Fall 2016 Quarter</u>	<u>Winter 2017 Quarter</u>	<u>Spring 2017 Quarter</u>
10/11/16	1/24/17	4/25/17
10/25/16	2/7/17	5/9/17
11/8/16	2/21/17	5/23/17
11/22/16	3/7/17	6/6/17
12/6/16	3/21/17	6/20/17

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2016-2017 Curriculum Deadlines:

12/1/16	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
12/1/16	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
2/1/17	Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
2/15/17	Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
6/1/17	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/23/17	COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:

[ASCCC 2017 Curriculum Institute](#) - 7/12-15/17 - Riverside Convention Center

Distribution:

Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Tiffany Rideaux (BSS), Katy Ripp (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2016-17

Meeting Date: 3/7/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)	escotoisaac@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input checked="" type="checkbox"/>	Mark Anderson	7156	F A	andersonmark@fhda.edu
<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH-CTE	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper		BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input type="checkbox"/>	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" type="checkbox"/>	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
<input type="checkbox"/>	Valerie Fong	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input type="checkbox"/>	Kurt Hueg	7394	Dean-BSS	huegkurt@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@fhda.edu
<input type="checkbox"/>	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@fhda.edu
<input checked="" type="checkbox"/>	Tiffany Rideaux (W)		BSS	rideauxtiffany@fhda.edu
<input type="checkbox"/>	Katy Ripp	7355	K A	rippkaty@fhda.edu
<input type="checkbox"/>	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
<input type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Paul Starer	7227	Dean-L A	starerpaul@fhda.edu
<input type="checkbox"/>	Lori Silverman	7455	Dean-PSME	silvermanlori@fhda.edu
<input type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input checked="" type="checkbox"/>	Basil Farooq	7231	ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input checked="" type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Nazy Galoyan, Katie Ha, Lourdes Parent, Amy Sarver,
Casre Wheat

**College Curriculum Committee
Meeting Minutes
Tuesday, February 21, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room**

Item	Discussion
1. Minutes: February 7, 2017	Approved by consensus.
2. Announcements a. New Course Proposal	Speaker: Isaac Escoto The following proposal was presented: MATH 19. Combines current Statway courses (MATH 217 & 17) into one course, with fewer total units (10 vs. 15). Day shared concern regarding likelihood of course being approved for UC transferability, due to high units. Counseling rep shared concern regarding high units; has heard from students who have had trouble completing MATH 108 (also 10 units). PSME rep noted that some students who register for MATH 108 might not be ready for that level of course. Day mentioned prerequisite of MATH 217 as an influence on MATH 17 being approved for UC transfer; this new course would not have the same prerequisite, adding to the challenge of getting UC transfer approval, as well as ability to include on ADTs. Please share with your constituents.
b. Notification of Proposed Requisites	PSME rep asked for suggestions to bring back to faculty, regarding options for non-science students—mention of PSYC 7 as Statistics option.
c. Public Health Science ADT Approval	Prerequisite for new THTR course for 2017-18; also listed are ongoing requisites, for which a Content Review form was not on file. Please share with your constituents.
d. COR Review Cycle	The CCCCCO has approved the Public Health Science ADT.
3. Stand Alone Approval Request: ALCB 400B	Follow-up to question, at previous meeting, regarding our five-year review cycle vs. state's requirement of review every six years. Escoto noted that UCs and CSUs like to see a textbook publication date (on the COR) within the past five years, which might explain our five-year cycle.
4. Stand Alone Approval Request: ALCB 400D	Speaker: Isaac Escoto First read of Stand Alone Approval Request for ALCB 400B. Course will be permanently Stand Alone. Comment regarding Criteria A section and how course fits within mission—specifically, disconnect between "seniors" and "workforce development." Counseling rep clarified that some students who take the course are aids to those who need lip-reading assistance, such as seniors. LaManque noted that current form was developed for credit courses and format does not translate well for use with noncredit courses. CCC Team will draft updates to form, to better address noncredit courses.
	Second read and possible action will occur at next meeting.
	Speaker: Isaac Escoto First read of Stand Alone Approval Request for ALCB 400D. Course will be permanently Stand Alone. <i>[Note: see item 3 for comments.]</i>
	Second read and possible action will occur at next meeting.

5. Stand Alone Approval Request: IDS 406	<p>Speaker: Isaac Escoto</p> <p>First read of Stand Alone Approval Request for IDS 406. Course will be permanently Stand Alone. Concern regarding potential overlap with Supplemental Instruction courses, e.g., NCBS 405. Question regarding Criteria B section—comment that answer quotes Title 5 regarding how apportionment is collected, and does not necessarily address need. LaManque noted that course covers different category of tutoring than Supplemental Instruction, and different credentials are required. Concern that an auditor might take issue with a student enrolled in both Supplemental Instruction and this course. Language Arts rep noted that course is interdisciplinary across divisions (unlike Supplemental Instruction courses), and that the STEM center is interested in using it. Plan to create a new subject code and move course to new code, instead of using IDS. LaManque clarified that course is not embedded tutoring—a student would be referred to this course. Clarified that course is not related to Pass the Torch. Vanatta noted that the discipline listed on the COR attachment is not yet settled. Question regarding who will be doing the tutoring, faculty or students—unclear. Additional questions regarding the difference between this course and Supplemental Instruction courses. Escoto will invite Katie Ha to attend CCC for second read.</p> <p>Second read and possible action will occur at next meeting.</p>
6. Non-transcriptable Certificates	<p>Speaker: Isaac Escoto</p> <p>Concerns were voiced at previous meeting, including the lack of college-wide processes for conferring and tracking non-transcriptable certificates. Foothill's 2016-17 catalog lists 59 non-transcriptable certificate offerings. Escoto suggested reps check in with departments/division for details on how students receive such certificates and how they are produced and tracked. LaManque would like to follow-up with Lourdes Parent (research analyst) to see if it's possible to track these as a college and report to the state. Noted suggested IEPI target indicator regarding low-unit certificates—important to determine if it is a college priority to set a goal regarding the number of low-unit certificates granted. Noted one of our Quality Focus Essays (for accreditation) is on topic of pathways—these certificates could be part of the discussion. Both IEPI and QFE would entail parallel discussion with Academic Senate.</p> <p>Question regarding ability to list these certificates on student transcripts—Escoto will follow up. LaManque noted that no CCCC approval or review is involved in these (except the two noncredit certificates). Bio Health rep noted existence of certificates that are not listed on attachment (e.g., mammography, venipuncture, EMT). Hueg expressed desire for centralized process of conferring non-transcriptable certificates. Fine Arts rep noted that division does keep track of theirs; agreed with Hueg regarding desire for college-wide process. Clarification regarding state review of certificates—CCCCO only reviews certificates of achievement, completion, and competency. Day noted that some of the non-transcriptable certificates are within the unit count for a lower-unit certificate of achievement, and could be submitted for CCCC approval. LaManque noted that certificates of achievement under 27 units are not eligible for financial aid. Noted that, some years back, the CCCC changed the categories for certificates, which resulted in many certificates being moved from</p>

	<p>transcriptable to non-transcriptable—unsure why some were submitted as certificates of achievement and others were not. Noted that, even among certificates of achievement, many of our active programs are not conferred every year (or few students receive each year), although some are very popular.</p> <p>BSS rep noted faculty support for non-transcriptable certificates—students value the achievement. Escoto would like to continue conversation by first understanding how each division handles such certificates, and then moving on to possibly developing college-wide process. LaManque noted need to include institutional guidance in process. Fine Arts rep noted that, in previous years, new non-transcriptable certificates were simply added to curriculum sheet, without CCC review. Day asked how pass-along courses are evaluated for non-transcriptable certificate requirements—some reps stated that they evaluate students' transcripts. Comment that CCC should be approving new non-transcriptable certificates, not just division CC. Bio Health rep noted that individual program directors handle their own non-transcriptable certificates—these are specialized programs, required by state bodies to prove the student has completed specific courses/requirements, and somewhat different than the programs in other departments/divisions.</p> <p>Suggestion for reps to share list with division to find out if it is complete, and for divisions to provide numbers, if possible, of how many students have received non-transcriptable certificates. Escoto will invite Nazy Galoyan (A&R) to upcoming meeting, to address possibility of listing these on transcripts.</p>
<p>7. ESLL 26</p>	<p>Speaker: Isaac Escoto</p> <p>Language Arts rep shared possibility of deactivating ESLL 26 during report out at previous meeting; Escoto wanted to create a space for campus-wide discussion. Language Arts rep stated that ESLL department would like feedback regarding how course is used in other departments, as well as feedback from students. Division received data from IR regarding student completion of ESLL 26 vs. ENGL 1A.</p> <p>If student places into (and completes) ESLL 25 & 249, they can then take ENGL 1A or ESLL 26; however, if they take ESLL 26, they cannot then take ENGL 1A because ESLL 26 is not listed as a prerequisite (they can take ENGL 1B, but it's not recommended). Question regarding easier way to allow students who take ESLL 26 to then take ENGL 1A—department could add it to prerequisite list for ENGL 1A. Comment regarding different placement tests for ENGL & ESLL, which affect student placement. ESLL department considering deactivating ESLL 26 and creating similar course of ESLL 126 (which would then replace ESLL 25 & 249 as prerequisite for ENGL 1A). Counseling noted importance of students having option of ESLL 26; has seen students go from ESLL 26 to ENGL 1B for CSU transfer. Language Arts rep encouraged counselors to attend discussion with ESLL department. Noted that data suggests many students taking both ESLL 26 & ENGL 1A (note that currently-available data reflects only students who have completed a program). Suggestion to keep ESLL 26 active and add ESLL 126 as an option for those who aren't planning to transfer. Bio Health rep asked if students would still be able to use ESLL 26 as a graduation requirement (those who take it prior to it being deactivated)—Escoto noted that</p>

	<p>CCC previously passed a resolution, regarding local GE, stating that students may use a course for graduation if the course was applicable to the local GE pattern when they took it.</p> <p>Day noted philosophical issue of Foothill desiring to offer English composition for second language learners, and whether or not this is an equity issue—for example, are there specific programs that will be disproportionately affected (currently-available data does not specify programs)? Noted that many students take ESLL 26 because it meets CSU GE requirement for written communication but then take ENGL 1A because they change path and decide to transfer to UC. Question regarding success rates of students who go from ESLL 26 to ENGL 1B—Language Arts rep noted very small group of students, but good success rates.</p> <p>Please share issue with your constituents, especially regarding potential impact to programs and specific populations.</p>
8. Honors Courses	Speaker: Isaac Escoto Moved to next meeting, due to time constraint.
9. Report Out from Division Reps	Speaker: All BSS: Hoping to approve Global Studies ADT at upcoming meeting. Counseling: March 1 st deadline for students to submit graduation petition for ADTs.
10. Good of the Order	
11. Adjournment	3:24 PM

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Bernie Day (Articulation Officer), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Marnie Francisco (PSME), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Beth Morrison (guest), Tiffany Rideaux (BSS), Lety Serna (CNSL)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Jeff Anderson & Zachary Cembellin

Proposed Number: MATH 1CHP

Proposed Units: 1

Proposed Hours: 1 hour lecture

Proposed Transferability: UC/CSU

Proposed Title: Honors Calculus III Seminar

Proposed Catalog Description & Requisites:

An honors seminar for MATH 1CH. In this course, students will explore advanced problems from the calculus III honors course, including proofs of the convergence tests for sequences and series, Taylor's theorem for single variable functions, and the second derivative test for local extrema of multivariable functions. As the calculus III honors course will require students to typeset technical solutions to applied problems, this lab also supports students in learning how to use mathematical typesetting software. Best practices for mathematical writing will also be discussed.

Co-requisite: MATH 1CH

Proposed Discipline:

Mathematics

To which Degree(s) or Certificate(s) would this course potentially be added?

AS Degree in Mathematics, AS Degree in General Studies Science, ADT in Mathematics

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

None.

Comments & Other Relevant Information for Discussion:

This course will be a required 1 unit co-requisite for MATH 1CH. By enrolling in this course, students will have the opportunity to further investigate the theory of the concepts from MATH 1CH while collaborating and presenting special projects and proofs. This course supports the Honors Institute at Foothill College by providing Honors options for STEM majors.

Instruction Office:

Date presented at CCC:

Number assigned:

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 34C Literature Into Film

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 34C Literature Into Film

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
 - 1. History of narrative and visual communication
 - 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 - 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
 - 1. Application of literary theory to film
 - 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 - 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
 - 4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
 - 5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations
 - 1. Critique and analyze film design and narrative
 - 2. More than Summer Blockbusters: separate content/form
 - 3. Visual only storytelling and silent film
 - 4. Reading cinema/reading text/conflict and synergy
 - 5. Intertextuality/Metatextuality
 - 6. Socio-cultural issues addressed through film
 - 7. Compare/contrast similar forms or themes across cultures

General Education Review Request

AREA I - HUMANITIES

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
1. History of narrative and visual communication
 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
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- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
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1. Critique and analyze film design and narrative
 2. More than Summer Blockbusters: separate content/form
 3. Visual only storytelling and silent film
 4. Reading cinema/reading text/conflict and synergy
 5. Intertextuality/Metatextuality
 6. Socio-cultural issues addressed through film
 7. Compare/contrast similar forms or themes across cultures

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
1. History of narrative and visual communication
 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film

General Education Review Request

AREA I - HUMANITIES

- c. Evolution: Silent, Sound, Color, Digital
- d. Variety of forms and emerging forms

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Content (Body of knowledge) -

- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
1. Application of literary theory to film
 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
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 4. Reading cinema/reading text/conflict and synergy
 5. Intertextuality/Metatextuality
 6. Socio-cultural issues addressed through film
 7. Compare/contrast similar forms or themes across cultures

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Content (Body of knowledge) -

- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
1. Application of literary theory to film
 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
 4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
 5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
1. History of narrative and visual communication
 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art

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3. History of Film

- a. Early narratives in cinematic art (19th-20th century)
- b. Defining film
- c. Evolution: Silent, Sound, Color, Digital
- d. Variety of forms and emerging forms

B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature

1. Application of literary theory to film
2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

Course Content (Body of knowledge) -

A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts

1. History of narrative and visual communication
2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Content (Body of knowledge) -

B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature

1. Application of literary theory to film
2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Description -

Examination of the ways great world literature throughout world history has been adapted for the modern day movie

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going audience, from one medium to the other - from text to film or television series. Consideration of: 1. how film makers adapt literature to film, considering the conventions of each medium; 2. how film and literature may evoke similar or different meanings, considering historical, cultural and other contexts for creation and reception; 3. how one medium may inform the other.

Course Objectives -

The student will be able to:

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts.
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
 - 1. History of narrative and visual communication
 - 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 - 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
 - 1. Application of literary theory to film
 - 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 - 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
 - 4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
 - 5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations
 - 1. Critique and analyze film design and narrative
 - 2. More than Summer Blockbusters: separate content/form
 - 3. Visual only storytelling and silent film
 - 4. Reading cinema/reading text/conflict and synergy
 - 5. Intertextuality/Metatextuality
 - 6. Socio-cultural issues addressed through film
 - 7. Compare/contrast similar forms or themes across cultures

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Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
 - 1. History of narrative and visual communication
 - 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 - 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
 - 1. Application of literary theory to film
 - 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 - 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
 - 4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
 - 5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations
 - 1. Critique and analyze film design and narrative
 - 2. More than Summer Blockbusters: separate content/form
 - 3. Visual only storytelling and silent film
 - 4. Reading cinema/reading text/conflict and synergy
 - 5. Intertextuality/Metatextuality
 - 6. Socio-cultural issues addressed through film
 - 7. Compare/contrast similar forms or themes across cultures

Methods of Evaluation -

- 1. At least two critical papers and/or essay exams.
- 2. Quizzes, journals, midterm, oral reports, and/or final exam.
- 3. Participation in classroom discussion.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

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Course Objectives -

The student will be able to:

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts.
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations.

Methods of Evaluation -

- 1. At least two critical papers and/or essay exams.
- 2. Quizzes, journals, midterm, oral reports, and/or final exam.
- 3. Participation in classroom discussion.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
 - 1. History of narrative and visual communication
 - 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 - 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature
 - 1. Application of literary theory to film
 - 2. Modern Criticism: New Critical and Structural criticism
 - a. Plot, theme, structures
 - b. Imagery, symbol, metaphor
 - 3. Post Modern Criticism: Deconstruction, Feminist, Marxist, Psychoanalytical and other literary theory
 - a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
 - 4. Film analysis
 - a. Composition, contrast, point of view, framing, sound, music
 - 5. Genre analysis: Memoir, Tragedy, Comedy, Science Fiction, Crime, Epic, Animation and other genres
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations
 - 1. Critique and analyze film design and narrative
 - 2. More than Summer Blockbusters: separate content/form
 - 3. Visual only storytelling and silent film
 - 4. Reading cinema/reading text/conflict and synergy
 - 5. Intertextuality/Metatextuality
 - 6. Socio-cultural issues addressed through film
 - 7. Compare/contrast similar forms or themes across cultures

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts

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and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Description -

Examination of the ways great world literature throughout world history has been adapted for the modern day movie going audience, from one medium to the other - from text to film or television series. Consideration of: 1. how film makers adapt literature to film, considering the conventions of each medium; 2. how film and literature may evoke similar or different meanings, considering historical, cultural and other contexts for creation and reception; 3. how one medium may inform the other.

Course Objectives -

The student will be able to:

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts.
- B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature.
- C. Appraise the value, cross-cultural significance, and meaning of contemporary literature to film adaptations.

Course Content (Body of knowledge) -

- A. Situate film adaptations of novels, short stories, poems, and plays in global, historical, and literary contexts
 - 1. History of narrative and visual communication
 - 2. Evolution of communication toward writing
 - a. Speech/Symbols
 - b. Cave painting, petroglyphs, pictograms, ideograms, writing, alphabet
 - c. Focus on the early pictographic forms as sequential narrative art
 - 3. History of Film
 - a. Early narratives in cinematic art (19th-20th century)
 - b. Defining film
 - c. Evolution: Silent, Sound, Color, Digital
 - d. Variety of forms and emerging forms

Requesting Faculty: Benjamin Armerding

Date: 9/26/2016

Division Curr Rep: Valerie Fong

Date: 10/7/2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/23/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

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Course Number & Title: ENGL 45A SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:

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- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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Course Number & Title: ENGL 45A SURVEY OF AMERICAN LITERATURE I: BEGINNINGS TO 1865

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Description:

ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1492-1865 by analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the emergence and development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Pre-contact Native American literatures
 - b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
 - c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
 - d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phillis Wheatley
 - e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
 - f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
 - g. Gothic literature (writers such as Hawthorne, Poe)
 - h. American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
 - a. Native American oral literatures such as myths, songs, and legends
 - b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)

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- c. Revolutionary War political documents
 - d. slave narratives and speeches
 - e. autobiography
 - f. nature writing
 - g. frontier fiction, tall tales
 - h. poetic forms
 - i. short fiction
 - j. essays
3. Relevant critical and theoretical frameworks
- a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
 - b. Gender studies
 - c. Queer theories; sexuality studies
 - d. Psychological theories (Freudian or Jungian)
 - e. Marxian or other socioeconomic frameworks
 - f. Theories of race and ethnicity
 - g. Postcolonial and neocolonial studies

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1492-1865 by analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.
2. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Pre-contact Native American literatures
 - b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
 - c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
 - d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phillis Wheatley
 - e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
 - f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
 - g. Gothic literature (writers such as Hawthorne, Poe)
 - h. American Folk Literature (e.g., Irving, Boone)
2. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of

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- inalienable rights
- b. Gender studies
- c. Queer theories; sexuality studies
- d. Psychological theories (Freudian or Jungian)
- e. Marxian or other socioeconomic frameworks
- f. Theories of race and ethnicity
- g. Postcolonial and neocolonial studies

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1492-1865 by analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the emergence and development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Pre-contact Native American literatures
 - b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
 - c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
 - d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phillis Wheatley
 - e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
 - f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
 - g. Gothic literature (writers such as Hawthorne, Poe)
 - h. American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
 - a. Native American oral literatures such as myths, songs, and legends
 - b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
 - c. Revolutionary War political documents
 - d. slave narratives and speeches
 - e. autobiography
 - f. nature writing
 - g. frontier fiction, tall tales
 - h. poetic forms
 - i. short fiction
 - j. essays
3. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
 - b. Gender studies
 - c. Queer theories; sexuality studies
 - d. Psychological theories (Freudian or Jungian)

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| <ul style="list-style-type: none">e. Marxian or other socioeconomic frameworksf. Theories of race and ethnicityg. Postcolonial and neocolonial studies |
|--|

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1492-1865 by analyzing the development of a distinctive national political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the emergence and development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Pre-contact Native American literatures
 - b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
 - c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
 - d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phyllis Wheatley
 - e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
 - f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
 - g. Gothic literature (writers such as Hawthorne, Poe)
 - h. American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
 - a. Native American oral literatures such as myths, songs, and legends
 - b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
 - c. Revolutionary War political documents
 - d. slave narratives and speeches
 - e. autobiography
 - f. nature writing
 - g. frontier fiction, tall tales
 - h. poetic forms
 - i. short fiction
 - j. essays
3. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
 - b. Gender studies
 - c. Queer theories; sexuality studies
 - d. Psychological theories (Freudian or Jungian)
 - e. Marxian or other socioeconomic frameworks
 - f. Theories of race and ethnicity
 - g. Postcolonial and neocolonial studies

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H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content:

1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Objectives:

The student will be able to:

1. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.
2. demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content:

1. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
 - b. Gender studies
 - c. Queer theories; sexuality studies
 - d. Psychological theories (Freudian or Jungian)
 - e. Marxian or other socioeconomic frameworks
 - f. Theories of race and ethnicity
 - g. Postcolonial and neocolonial studies
2. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts

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| b. Composition of literary analysis essays on literary texts
c. Research to supplement understanding of the literary texts |
|---|

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Description:

ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Objectives:

The student will be able to:

1. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.
2. demonstrate orally and in college-level writing an analytical understanding of the literary texts.
3. demonstrate appropriate formatting and documentation.

Course Content:

1. Major writers and canonical texts
 - a. Pre-contact Native American literatures
 - b. Early colonial narratives from explorers such as Columbus, Cabeza De Vaca, Captain John Smith
 - c. Puritan texts (e.g., William Bradford, George Winthrop, Anne Bradstreet)
 - d. Revolutionary War era literature by writers such as Tom Paine, Thomas Jefferson, Phillis Wheatley
 - e. African American literature by authors such as Olaudah Equiano, Phillis Wheatley, Frederick Douglass, Harriett Jacobs
 - f. Transcendentalism (writers such as Emerson, Thoreau, Fuller)
 - g. Gothic literature (writers such as Hawthorne, Poe)
 - h. American Folk Literature (e.g., Irving, Boone)
2. Literary genres and forms
 - a. Native American oral literatures such as myths, songs, and legends
 - b. Puritan forms (e.g., religious histories, diaries, letters, poems, spiritual meditations)
 - c. Revolutionary War political documents
 - d. slave narratives and speeches
 - e. autobiography
 - f. nature writing
 - g. frontier fiction, tall tales
 - h. poetic forms
 - i. short fiction
 - j. essays
3. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable

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- rights
- b. Gender studies
- c. Queer theories; sexuality studies
- d. Psychological theories (Freudian or Jungian)
- e. Marxian or other socioeconomic frameworks
- f. Theories of race and ethnicity
- g. Postcolonial and neocolonial studies
- 4. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
- 5. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content:

- 1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
- 2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Methods of Evaluation:

- 1. Quizzes (comprehension, basic interpretation)
- 2. Participation in class discussion
- 3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
- 4. Formal papers (analysis, argument, self-analysis, new synthesis)
- 5. Preparing and leading discussion groups
- 6. Oral presentations, critical reading journals, and similar activities

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Course Content:

- 1. Analytical understanding of the literary texts

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- a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
2. Formatting and documentation
- a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Methods of Evaluation:

1. Quizzes (comprehension, basic interpretation)
2. Participation in class discussion
3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
4. Formal papers (analysis, argument, self-analysis, new synthesis)
5. Preparing and leading discussion groups
6. Oral presentations, critical reading journals, and similar activities

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Description:

ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Content:

1. Relevant critical and theoretical frameworks
 - a. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - i. Identify the role of literary representations in creating (and subverting) significant American political ideologies, including slavery and abolition, Manifest Destiny, the concept of inalienable rights
 - b. Gender studies
 - c. Queer theories; sexuality studies
 - d. Psychological theories (Freudian or Jungian)
 - e. Marxian or other socioeconomic frameworks
 - f. Theories of race and ethnicity
 - g. Postcolonial and neocolonial studies

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Course Content:

1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts

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- c. Research to supplement understanding of the literary texts

2. Formatting and documentation

 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Requesting Faculty: Brian Lewis Date: 5/6/16
Division Curr Rep: Valerie Fong Date: May 17, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/23/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 45B SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

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- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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AREA I - HUMANITIES

Course Number & Title: ENGL 45B SURVEY OF AMERICAN LITERATURE II: 1865 TO THE PRESENT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Description:

ENGL 45A introduces students to works of American literature from its beginnings through the Civil War, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the contributions of diverse cultures in forging a distinctively American literature, landscape, and identity.

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
 - b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
 - c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
 - d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
 - e. Studies of African American culture and politics by authors such as Washington and Dubois.
 - f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
 - g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
 - h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.

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- i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
 - j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
 - k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
 - l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
 - m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
 - n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
 - o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
 - p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
 - q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
- a. satire
 - b. "free" and other experimental verse
 - c. drama
 - d. fiction
 - e. political manifestos
 - f. Modernism
 - g. Postmodernism
 - h. Realism
 - i. Naturalism
3. Relevant critical and theoretical frameworks
- a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies
 - e. Psychological theories (Freudian, Jungian)
 - f. Marxian and other socioeconomic frameworks
 - g. Theories of race and ethnicity
 - h. Postcolonial and neocolonial studies

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts

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- a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
- b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
- c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
- d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
- e. Studies of African American culture and politics by authors such as Washington and Dubois.
- f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
- g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
- h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
- i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
- j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
- k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
- l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
- m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
- n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
- o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
- p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
- q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.

2. Relevant critical and theoretical frameworks

- a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
- b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
- c. Gender studies
- d. Queer theories; sexuality studies
- e. Psychological theories (Freudian, Jungian)
- f. Marxian and other socioeconomic frameworks
- g. Theories of race and ethnicity
- h. Postcolonial and neocolonial studies

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts

- a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
- b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
- c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
- d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
- e. Studies of African American culture and politics by authors such as Washington and Dubois.

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- f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
 - g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
 - h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
 - i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
 - j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
 - k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
 - l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
 - m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
 - n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
 - o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
 - p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
 - q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
- a. satire
 - b. "free" and other experimental verse
 - c. drama
 - d. fiction
 - e. political manifestos
 - f. Modernism
 - g. Postmodernism
 - h. Realism
 - i. Naturalism
3. Relevant critical and theoretical frameworks
- a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies
 - e. Psychological theories (Freudian, Jungian)
 - f. Marxian and other socioeconomic frameworks
 - g. Theories of race and ethnicity
 - h. Postcolonial and neocolonial studies

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.

Course Content:

1. Major writers and canonical texts
 - a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
 - b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
 - c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.

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- d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
 - e. Studies of African American culture and politics by authors such as Washington and Dubois.
 - f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
 - g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
 - h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
 - i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
 - j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
 - k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
 - l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
 - m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
 - n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
 - o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
 - p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
 - q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
- a. satire
 - b. "free" and other experimental verse
 - c. drama
 - d. fiction
 - e. political manifestos
 - f. Modernism
 - g. Postmodernism
 - h. Realism
 - i. Naturalism
3. Relevant critical and theoretical frameworks
- a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies
 - e. Psychological theories (Freudian, Jungian)
 - f. Marxian and other socioeconomic frameworks
 - g. Theories of race and ethnicity
 - h. Postcolonial and neocolonial studies

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Objectives:

The student will be able to:

- 1. demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content:

- 1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts

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Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Objectives:

The student will be able to:

1. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.
2. demonstrate orally and in college-level writing an analytical understanding of the literary texts.

Course Content:

1. Relevant critical and theoretical frameworks
 - a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies
 - e. Psychological theories (Freudian, Jungian)
 - f. Marxian and other socioeconomic frameworks
 - g. Theories of race and ethnicity
 - h. Postcolonial and neocolonial studies
2. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Description:

ENGL 45B Introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

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H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Objectives:

The student will be able to:

1. demonstrate knowledge of major writers, key texts, documents, and debates of American literature from 1865 to the present by analyzing the development of America's political and aesthetic culture as reflected in the major writers and texts of this period.
2. identify major literary genres, and trace the development of literary forms during this period.
3. apply relevant critical and theoretical frameworks to evaluate the literature within historical, multicultural, and philosophical contexts.
4. demonstrate orally and in college-level writing an analytical understanding of the literary texts.
5. demonstrate appropriate formatting and documentation.

Course Content:

1. Major writers and canonical texts
 - a. Development of experimental verse forms by poets such as Emily Dickinson and Walt Whitman.
 - b. Use of satire, dialect, and first-person narration by authors such as Mark Twain and Stephen Crane.
 - c. Fictionalized portraits of vaqueros, cowboys, and frontiersmen by Latino and Anglo American authors.
 - d. Psychological realism in the fictions of authors such as Edith Wharton and Henry James.
 - e. Studies of African American culture and politics by authors such as Washington and Dubois.
 - f. Native American autobiographies by authors such as Winnemucca Hopkins, Zitkala Sa, and Standing Bear.
 - g. Early Asian American fiction by authors such as Sui Sin Far and Onoto Watana.
 - h. Portraits of Spanish California by authors such as Helen Hunt Jackson and Joaquin Miller.
 - i. Modernist poetry and poetics by authors such as Pound, Eliot, Stevens, H.D., and Moore.
 - j. Modernist fiction by authors such as Hemingway, Faulkner, Fitzgerald, and Stein.
 - k. Harlem Renaissance aesthetic and political texts by authors such as Cullen, Hurston, McKay, and Hughes.
 - l. The literature of social criticism as practiced by authors such as Dreiser, Sinclair, and Steinbeck.
 - m. Poetry and prose by Beat Generation authors such as Ginsberg, Kerouac, and Snyder.
 - n. Native American texts by authors such as Momaday, Erdrich, Silko, and Alexie.
 - o. Asian American fiction and poetry by authors such as Bulosan, Hong Kingston, and Chaeng-Rae Lee.
 - p. Latino/a texts by authors such as Anzaldua, Cisneros, and Anaya.
 - q. Postmodern texts by authors such as Vonnegut, Pynchon, and Morrison.
2. Literary genres and forms
 - a. satire
 - b. "free" and other experimental verse
 - c. drama
 - d. fiction
 - e. political manifestos
 - f. Modernism
 - g. Postmodernism
 - h. Realism
 - i. Naturalism
3. Relevant critical and theoretical frameworks
 - a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies

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- e. Psychological theories (Freudian, Jungian)
- f. Marxian and other socioeconomic frameworks
- g. Theories of race and ethnicity
- h. Postcolonial and neocolonial studies
- 4. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
- 5. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Content:

- 1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
- 2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Methods of Evaluation:

- 1. Quizzes (comprehension, basic interpretation)
- 2. Participation in class discussion
- 3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
- 4. Formal papers (analysis, argument, self-analysis, new synthesis)
- 5. Preparing and leading discussion groups
- 6. Oral presentations, critical reading journals, and similar activities

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Course Content:

- 1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts

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2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Methods of Evaluation:

1. Quizzes (comprehension, basic interpretation)
2. Participation in class discussion
3. In-class essays and tests, including final exam (analysis, argument, self-analysis, new synthesis)
4. Formal papers (analysis, argument, self-analysis, new synthesis)
5. Preparing and leading discussion groups
6. Oral presentations, critical reading journals, and similar activities

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Description:

ENGL 45B Introduces students to multicultural American Literature from the end of the Civil War in 1865 to the present, focusing on the evolution of literary traditions, genres, cultural voices, and ecological landscapes within historical, philosophical, social, political, and aesthetic contexts. Special emphasis on the role of diverse writers in redefining the nature of American literature from the late nineteenth century through the 21st century, and thereby reshaping American national identity as the United States becomes a global superpower.

Course Content:

1. Relevant critical and theoretical frameworks
 - a. Analysis of the role of literary representations in fostering significant social movements such as the civil rights movement, the women's rights movement, the gay rights movement, and the sexual revolution
 - b. Historical perspectives, including dominant ethical, philosophical, political, religious, social, and aesthetic perspectives in the literature of this period
 - c. Gender studies
 - d. Queer theories; sexuality studies
 - e. Psychological theories (Freudian, Jungian)
 - f. Marxian and other socioeconomic frameworks
 - g. Theories of race and ethnicity
 - h. Postcolonial and neocolonial studies

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Course Content:

1. Analytical understanding of the literary texts
 - a. Class discussion regarding analytical reading of literary texts
 - b. Composition of literary analysis essays on literary texts
 - c. Research to supplement understanding of the literary texts
2. Formatting and documentation
 - a. Modern Language Association (MLA)

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b. American Psychological Association (APA)

Requesting Faculty: Brian Lewis Date: 5/6/16

Division Curr Rep: Valerie Fong Date: May 17, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/23/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 47A World Literature I Beginnings to 1700

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:

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- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 47A World Literature I Beginnings to 1700

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Description:

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from antiquity through the seventeenth century. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

Student Learning Outcomes:

- A successful student will demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western.

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from the seventeenth century to the present
- 2.
3. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies

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4. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Description:

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from antiquity through the seventeenth century. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

Description:

A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from antiquity to the seventeenth century
 - c. Oral traditions
 - d. Pictographs and cave paintings
 - e. The "invention" of writing and earliest written texts
2. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
3. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)

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- d. Structural devices (e.g., epigraphs, paragraphing)
- 4. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
2. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
- 3.
4. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.

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3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
7. Demonstrate appropriate formatting and documentation.

Course Content:

1. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
2. Define common literary terms and apply these to analysis of texts.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from antiquity to the seventeenth century
 - c. Oral traditions
 - d. Pictographs and cave paintings
 - e. The "invention" of writing and earliest written texts
2. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
3. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

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H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
2. Define common literary terms and apply these to analysis of texts.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.

Course Content:

1. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
2. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
3. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
4. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Critical theoretical concepts

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1. Historical contexts
2. Gender studies
3. Queer theories
4. Psychological theories (Freudian, Jungian)
5. Marxian theories
6. Ethnic and racial theories
7. Postcolonial studies
2. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 1. Representations of diverse global cultures, not limited to Western civilization
 2. Issues of gender and sexuality
 3. Socioeconomic diversity
 4. Aesthetic movements as contexts for the text
 5. Historical and cultural influences upon texts

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
7. Demonstrate appropriate formatting and documentation.
1. Formal literary analysis essays

Course Content:

1. Development and delivery of a clear literary analysis thesis
 - a. Effective use of textual evidence
 - b. Comparisons among texts
 - c. Stylistic conventions of literary analysis
 - d. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Objectives:

The student will be able to:

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1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
7. Demonstrate appropriate formatting and documentation.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from antiquity to the seventeenth century
 - c. Oral traditions
 - d. Pictographs and cave paintings
 - e. The "invention" of writing and earliest written texts
2. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
3. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
4. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
5. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts
6. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
7. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

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B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Course Objectives:

The student will be able to:

1. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
2. Demonstrate appropriate formatting and documentation.

Course Content:

1. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
2. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

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B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Brian Lewis

Date: 5/6/16

Division Curr Rep: Valerie Fong

Date: May 17, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/23/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 47B World Literature II 1700 to Present

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:

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- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

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AREA I - HUMANITIES

Course Number & Title: ENGL 47B World Literature II 1700 to Present

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Description:

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from the seventeenth century to the present. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

Student Learning Outcomes:

- SLO 1 - Demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western.

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from the seventeenth century to the present
2. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
3. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization

General Education Review Request

AREA I - HUMANITIES

- b. Issues of gender and sexuality
- c. Socioeconomic diversity
- d. Aesthetic movements as contexts for the text
- e. Historical and cultural influences upon texts

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Description:

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from the seventeenth century to the present. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

Description:

A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Familiarity with significant authors, works, genres, and themes
 - a. Literary texts from a global cross-section not limited to Western civilization
 - b. Genres and themes specific to those cultures from the seventeenth century to the present
 - c. The rise of the novel
2. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
3. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
4. Critical theoretical concepts
 - a. Historical contexts

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- b. Gender studies
- c. Queer theories
- d. Psychological theories (Freudian, Jungian)
- e. Marxian theories
- f. Ethnic and racial theories
- g. Postcolonial studies

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
2. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
3. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.

General Education Review Request

AREA I - HUMANITIES

7. Demonstrate appropriate formatting and documentation.

Course Content

1. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
2. Define common literary terms and apply these to analysis of texts.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content

1. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
2. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
2. Define common literary terms and apply these to analysis of texts.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.

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Course Content:

1. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
2. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
3. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
4. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
2. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality

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- c. Socioeconomic diversity
- d. Aesthetic movements as contexts for the text
- e. Historical and cultural influences upon texts

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
 2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
 3. Define common literary terms and apply these to analysis of texts.
 4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
 5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
 6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
 7. Demonstrate appropriate formatting and documentation.
1. Formal literary analysis essays

Course Content:

- a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Objectives:

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
5. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
6. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
7. Demonstrate appropriate formatting and documentation.

Course Content:

1. Familiarity with significant authors, works, genres, and themes

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- a. Literary texts from a global cross-section not limited to Western civilization
- b. Genres and themes specific to those cultures from the seventeenth century to the present
- c. The rise of the novel
- 2. Evaluate, compare and interpret major world literary works
 - a. Denotative and connotative meaning of words and statements
 - b. Structure or development of events, emotions, images, and ideas
 - c. Figurative and symbolic language in relation to central theme(s) of the work
 - d. Artistic synthesis of literal and figurative details with theme(s)
 - e. Recognition of issues pertaining to reading works in translation
- 3. Literary terms
 - a. Poetic structures (e.g., blank verse, heroic couplet, free verse)
 - b. Symbolic language (e.g., metaphor, synecdoche)
 - c. Narrative devices (e.g., stream of consciousness)
 - d. Structural devices (e.g., epigraphs, paragraphing)
- 4. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
- 5. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts
- 6. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
- 7. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Course Objectives:

The student will be able to:

1. Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
2. Demonstrate appropriate formatting and documentation.

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AREA I - HUMANITIES

Course Content:

1. Formal literary analysis essays
 - a. Development and delivery of a clear literary analysis thesis
 - b. Effective use of textual evidence
 - c. Comparisons among texts
 - d. Stylistic conventions of literary analysis
 - e. Attention to scholarly language
2. Formatting and documentation
 - a. Modern Language Association (MLA)
 - b. American Psychological Association (APA)

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):**Course Objectives:**

The student will be able to:

1. Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
2. Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
3. Define common literary terms and apply these to analysis of texts.
4. Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.

Course Content:

1. Critical theoretical concepts
 - a. Historical contexts
 - b. Gender studies
 - c. Queer theories
 - d. Psychological theories (Freudian, Jungian)
 - e. Marxian theories
 - f. Ethnic and racial theories
 - g. Postcolonial studies
2. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - a. Representations of diverse global cultures, not limited to Western civilization
 - b. Issues of gender and sexuality
 - c. Socioeconomic diversity
 - d. Aesthetic movements as contexts for the text
 - e. Historical and cultural influences upon texts

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

General Education Review Request
AREA I - HUMANITIES

Requesting Faculty: Brian Lewis

Date: 5/6/16

Division Curr Rep: Valerie Fong

Date: May 17, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/23/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 9 Once Upon a Time? The Immortal Lure of Fairy Tales

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 9 Once Upon a Time? The Immortal Lure of Fairy Tales

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

2.B articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education
2.D examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification
2.E identify fairy tale elements in film and gaming as universal, archetypal characters, landscapes, themes, and/or events

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

2.B articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education
2.C analyze fairy tale themes as reflections of cultural mores, class distinctions, gender roles, and markers of national, ancestral, and personal identity
2.F investigate the strategies filmmakers use to adapt fairy tales to depict and shape the contemporary human experience

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

2.C analyze fairy tale themes as reflections of cultural mores, class distinctions, gender roles, and markers of national, ancestral, and personal identity
2.F investigate the strategies filmmakers use to adapt fairy tales to depict and shape the contemporary human experience

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

2.C analyze fairy tale themes as reflections of cultural mores, class distinctions, gender roles, and markers of national, ancestral, and personal identity
2.D examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification

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AREA I - HUMANITIES

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

- 2.A communicate varied definitions of the fairy tale and the reasons for fluidity in defining the genre in relation to global interdisciplinary scholarship
- 2.F investigate the strategies filmmakers use to adapt fairy tales to depict and shape the contemporary human experience

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

- 2.B articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education
- 2.D examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

- 2.D examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

- 2.A communicate varied definitions of the fairy tale and the reasons for fluidity in defining the genre in relation to global interdisciplinary scholarship
- 2.F investigate the strategies filmmakers use to adapt fairy tales to depict and shape the contemporary human experience

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

- 2.C. analyze fairy tale themes as reflections of cultural mores, class distinctions, gender roles, and markers of national, ancestral, and personal identity
- 2.D. examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

- 2.B articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education
- 2.D examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification
- 2.E identify fairy tale elements in film and gaming as universal, archetypal characters, landscapes, themes, and/or events

General Education Review Request

AREA I - HUMANITIES

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

- 2.A. communicate varied definitions of the fairy tale and the reasons for fluidity in defining the genre in relation to global interdisciplinary scholarship
- 2.B. articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

- 2.A. communicate varied definitions of the fairy tale and the reasons for fluidity in defining the genre in relation to global interdisciplinary scholarship
- 2.B. articulate personal knowledge of classic Western and major global fairy tales as foundational building blocks of learned analysis, conversation, and education

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

- 2.C. analyze fairy tale themes as reflections of cultural mores, class distinctions, gender roles, and markers of national, ancestral, and personal identity
- 2.D. examine fairy tales and their modern film and media adaptations with awareness and sensitivity to ethnic, gender, and sexual orientation and self-identification
- 2.E. identify fairy tale elements in film and gaming as universal, archetypal characters, landscapes, themes, and/or events
- 2.F. investigate the strategies filmmakers use to adapt fairy tales to depict and shape the contemporary human experience

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Paula Vaughan

Date: April 4, 2016

Division Curr Rep: Allison Lenkeit Meezan

Date: April

General Education Review Request
AREA I - HUMANITIES

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Hilary Gomes, Kay Thornton, 2/24/17

Comments:

Approved by subcommittee

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: **MUS 7F Music in Film**

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area I - Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following - history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:

- H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
- H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
- H3. Develop appreciation for what is significant about human life and its creations;
- H4. Make reasoned judgments that reflect ethical and aesthetic human values;
- H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:

- H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
- H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
- H8. Recognition of the variety of valid interpretations of artistic expression;
- H9. Appreciation of our common humanity within the context of diverse cultures;
- H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: MUS 7F Music in Film

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;

Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

1. Description:

A cross cultural study of how music propels the story line in motion pictures from symphonic scores to pop soundtracks comparing imagery, emotions, characterizations, rhythm, intervals, melody, and chords. A “music-in-film” history course that blends the study of film music composers with an analysis of musical techniques from the earliest examples of film sound to film noir, westerns to James Bond, Hitchcock to musicals, and the Golden Era of Hollywood to Star Wars. Students will differentiate between parallel, contrapuntal, and associative types of music in film. The goal of the class is to identify how music and culture function in film to highlight dialogue, reflect thoughts, create tension, and establish a sense of time and place.

2. Course Objectives:

- A. Identify new concepts of musical elements and apply them to the analysis of themes and motives in films
- B. Summarize how musical themes can enhance and justify the moving images experience with specific characters, actions, or scenes.

10. Lab Content:

Lab assignments where the student will find the reading, viewing, and listening materials for each week under “Modules.” After reading the assignments, students will be asked to complete an activity by responding to questions they will find under “Assignments, Tests, and Surveys.” The intent of the lab is to integrate the history of film music with society and technology. Lab topics will include the origin of film music and scoring for films and emergence of sound design in film today.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

1. Description:

A cross cultural study of how music propels the story line in motion pictures from symphonic scores to pop soundtracks comparing imagery, emotions, characterizations, rhythm, intervals, melody, and chords. A “music-in-film” history course that blends the study of film music composers with an analysis of musical techniques from the earliest examples of film sound to film noir, westerns to James Bond, Hitchcock to musicals, and the Golden Era of Hollywood to Star Wars. Students will differentiate between parallel, contrapuntal, and associative types of music in film. The goal of the class is to identify how music and culture function in film to highlight dialogue, reflect thoughts, create tension, and establish a sense of time and place.

General Education Review Request
AREA I - HUMANITIES

2. Course Objectives:

The student will be able to:

- A. Identify new concepts of musical elements and apply them to the analysis of themes and motives in films
- B. Summarize how musical themes can enhance and justify the moving images experience with specific characters, actions, or scenes
- C. Differentiate between diegetic (music integrated into the story reality) and non-diegetic (music not heard by the actors, that exists independent of the story line) music in film
- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples

4. Course Content (Body of knowledge):

- B. Understanding qualities in movie analysis set by the U. S. National Archives and Records Administration
 - 1. Music
 - 2. Narration
 - 3. Special effects
 - 4. Color
 - 5. Live Action
 - 6. Background noise
 - 7. Animation
 - 8. Dramatizations

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

2. Course Objectives:

The student will be able to:

- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples

4. Course Content (Body of knowledge):

- E. Film Composers: a sample of possible composers to study might include:
 - 1. Burt Bacharach
 - 2. Leonard Bernstein
 - 3. Danny Elfman
 - 4. Marvin Hamlisch
 - 5. Henry Mancini
 - 6. Ennio Morricone
 - 7. Rachel Portman
 - 8. Nino Rota
 - 9. Max Steiner
 - 10. John Williams
 - 11. Hans Zimmer

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

2. Course Objectives:

The student will be able to:

- A. Identify new concepts of musical elements and apply them to the analysis of themes and motives in films
- B. Summarize how musical themes can enhance and justify the moving images experience with specific characters, actions, or scenes
- C. Differentiate between diegetic (music integrated into the story reality) and non-diegetic (music not heard by the actors, that exists independent of the story line) music in film

General Education Review Request

AREA I - HUMANITIES

- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples
- F. Evaluate by viewing individual images, the form of an entire movie, while expanding critical listening skills and writing comparison essays

4. Course Content (Body of knowledge):

- B. Understanding qualities in movie analysis set by the U. S. National Archives and Records Administration
 - 1. Music
 - 2. Narration
 - 3. Special effects
 - 4. Color
 - 5. Live Action
 - 6. Background noise
 - 7. Animation
 - 8. Dramatizations

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

4. Course Content (Body of knowledge):

- I. Writing review papers on music in film analysis
- J. Critically distinguish types of music used in film
 - 1. Parallel (example-Psycho shower scene)
 - 2. Contrapuntal (example-Godfather christening scene)
 - 3. Associative (example-Titanic instrument choices that establish a specific period)

6. Methods of Evaluation:

- A. Writing
 - 1. Film analysis synthesizing what the music is like, what is happening visually, and what is the overall effect on the viewer
 - 2. Choice of film music comparison essay, hit song analysis essay, or instrumental analysis essay
 - 3. 10 history and debate responses
 - 4. Write a "manual" to accompany a chosen movie. Discuss the elements that the music must have in order to complete the objectives of the imagery
 - 5. Select a favorite song. Design a scene of a fictitious movie that you think would make this song memorable
 - 6. Be a Music-in-Film critic for the day. Pass judgment on 2 films, one old, and one new, and then summarize and compare
- B. Research Projects
 - 1. Create an original book project on a film composer
 - 2. Film comparison project

General Education Review Request

AREA I - HUMANITIES

Depth Map: Additionally, must include at least two of the following:

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

2. Course Objectives:

The student will be able to:

- B. Summarize how musical themes can enhance and justify the moving images experience with specific characters, actions, or scenes
- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples

4. Course Content (Body of knowledge):

- I. Writing review papers on music in film analysis
- k. Synthesizing how the meaning of the image changes with different modes of music

6. Methods of Evaluation:

A. Writing

- 4. Write a “manual” to accompany a chosen movie. Discuss the elements that the music must have in order to complete the objectives of the imagery

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

1. Description:

.....The goal of the class is to identify how music and culture function in film to highlight dialogue, reflect thoughts, create tension, and establish a sense of time and place.

2. Course Objectives:

The student will be able to:

- A. Identify new concepts of musical elements and apply them to the analysis of themes and motives in films
- B. Summarize how musical themes can enhance and justify the moving images experience with specific characters, actions, or scenes
- C. Differentiate between diegetic (music integrated into the story reality) and non-diegetic (music not heard by the actors, that exists independent of the story line) music in film
- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples
- F. Evaluate by viewing individual images, the form of an entire movie, while expanding critical listening skills and writing comparison essays
- G. Summarize and synthesize essays from the textbook on music and film, and communicate their responses in quote and comment format
- H. Apply creative use of course materials towards research and writing projects as they pertain to music in domestic, foreign, or documentary films
- I. Trace the rise of pop music with the development of film and recording technology

4. Course Content (Body of knowledge):

- A. The anatomy of hit songs in movies
 - 1. Verses, choruses, and bridges
 - 2. Poetic devices
 - 3. Lyric set up: tension, excitement, climax, and resolution
- G. How music is used to heighten emotion in film
 - 1. Unresolved chords

General Education Review Request
AREA I - HUMANITIES

2. Tempo
3. Elements of horror film music that create a chilling effect
4. Use of diegetic and non-diegetic music

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

6. Methods of Evaluation:

- A. Writing
 1. Film analysis synthesizing what the music is like, what is happening visually, and what is the overall effect on the viewer
 6. Be a Music-in-Film critic for the day. Pass judgment on 2 films, one old, and one new, and then summarize and compare

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

4. Course Content (Body of knowledge):

- H. Analysis of intervals, rhythm, and chords found in music of different cultures

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

2. Course Objectives:

The student will be able to:

- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples
- F. Evaluate by viewing individual images, the form of an entire movie, while expanding critical listening skills and writing comparison essays
- G. Summarize and synthesize essays from the textbook on music and film, and communicate their responses in quote and comment format
- H. Apply creative use of course materials towards research and writing projects as they pertain to music in domestic, foreign, or documentary films

6. Methods of Evaluation:

A. Writing

1. Film analysis synthesizing what the music is like, what is happening visually, and what is the overall effect on the viewer
2. Choice of film music comparison essay, hit song analysis essay, or instrumental analysis essay
4. Write a "manual" to accompany a chosen movie. Discuss the elements that the music must have in order to complete the objectives of the imagery
5. Select a favorite song. Design a scene of a fictitious movie that you think would make this song memorable
6. Be a Music-in-Film critic for the day. Pass judgment on 2 films, one old, and one new, and then summarize and compare

B. Research Projects

1. Create an original book project on a film composer

General Education Review Request

AREA I - HUMANITIES

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

2. Course Objectives:

The student will be able to:

- D. Identify and compare film music composers on a domestic and international level, and respond to weekly writing samples
- E. Critique the music of film music composers on a domestic and international level and respond to weekly writing samples
- F. Evaluate by viewing individual images, the form of an entire movie, while expanding critical listening skills and writing comparison essays
- G. Summarize and synthesize essays from the textbook on music and film, and communicate their responses in quote and comment format
- H. Apply creative use of course materials towards research and writing projects as they pertain to music in domestic, foreign, or documentary films

4. Course Content (Body of knowledge):

- I. Writing review papers on music in film analysis
- J. Critically distinguish types of music used in film
 - 1. Parallel (example-Psycho shower scene)
 - 2. Contrapuntal (example-Godfather christening scene)
 - 3. Associative (example-Titanic instrument choices that establish a specific period)

6. Methods of Evaluation:

- A. Writing
 - 1. Film analysis synthesizing what the music is like, what is happening visually, and what is the overall effect on the viewer
 - 2. Choice of film music comparison essay, hit song analysis essay, or instrumental analysis essay

10. Lab Content:

Lab assignments where the student will find the reading, viewing, and listening materials for each week under "Modules." After reading the assignments, students will be asked to complete an activity by responding to questions they will find under "Assignments, Tests, and Surveys." The intent of the lab is to integrate the history of film music with society and technology. Lab topics will include the origin of film music and scoring for films and emergence of sound design in film today.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

4. Course Content (Body of knowledge):

- H. Analysis of intervals, rhythm, and chords found in music of different cultures

6. Methods of Evaluation:

- A. Writing

General Education Review Request

AREA I - HUMANITIES

1. Film analysis synthesizing what the music is like, what is happening visually, and what is the overall effect on the viewer
2. Choice of film music comparison essay, hit song analysis essay, or instrumental analysis essay
4. Write a "manual" to accompany a chosen movie. Discuss the elements that the music must have in order to complete the objectives of the imagery
6. Be a Music-in-Film critic for the day. Pass judgment on 2 films, one old, and one new, and then summarize and compare

B. Research Projects

1. Create an original book project on a film composer

10. Lab Content:

Lab assignments where the student will find the reading, viewing, and listening materials for each week under "Modules." After reading the assignments, students will be asked to complete an activity by responding to questions they will find under "Assignments, Tests, and Surveys." The intent of the lab is to integrate the history of film music with society and technology. Lab topics will include the origin of film music and scoring for films and emergence of sound design in film today.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Requesting Faculty: Suzanne Weller

Date: May 10, 2016

Division Curr Rep: Kristin Tripp Caldwell

Date: May 11, 2016

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Mark Anderson, Laurie Bertani, Hilary Gomes, Kay Thornton

Comments:

Corrected and approved, Kay Thornton, Nov 7, 2016

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

New Department Proposal

NCCS: Non Credit College Skills

The Teaching and Learning Center and STEM Center would greatly benefit from a new department designation titled Non Credit College Skills. As standard practice, learning centers in California are typically housed in divisions/departments with prefixes and disciplines that are flexible enough to offer courses that encompass students' varied needs regardless of discipline: basic communication skills; computer skills; time management skills; vocabulary and reading strategies; application writing; interpersonal communication skills; and more. Many learning centers offer courses under designations such as STDY (Study Skills) LERN or LSKL (Learning Skills), etc... Currently, all STEM Center and TLC courses are housed in either NCBS or NCLA. As the centers look to expand their course offerings and services, in order to collect apportionment, a new designation is necessary to be able to hire professionals who meet minimum qualifications in disciplines other than those in Language Arts and/or PSME. As an example, the Teaching and Learning Center employs the use of two courses, NCLA 406A and B, to collect apportionment. These courses focus on basic writing skills, and are appropriately limited to being taught by faculty members with minimum qualifications in Language Arts fields. With a new designation of Non Credit College Skills, the TLC and STEM Center could not only expand their course offerings but also hire noncredit faculty from a variety of disciplines to teach them as appropriate. Therefore it is proposed that the department of **Non Credit College Skills (NCCS)** be created and linked to TOP Codes **493011, 493012, 493013, 493014, 493020, 493021, and 320199.**

The FSA for this department would be: 1280 (English), 1300 (ESL), 3340 (Math)

The division for NCCS would be: Language Arts

Course Designations

It is proposed that the following courses be changed to the NCCS department:

IDS 406 to NCCS 406

Foothill College
Program Application
Associate in Arts in Global Studies for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Global Studies for Transfer degree is an interdisciplinary program designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world. The program provides the student with knowledge of critical issues that affect their lives and community, as well as the affairs of other cultures, societies, and nations. An understanding of the world's social, political, economic, and natural systems and their increasing interdependence, along with an appreciation of the diversity of human culture, will supply the student with a strong background for working in a global economy, for living in a multicultural society, and for making intelligent decisions as global citizens.

Program Learning Outcomes

- Students will be able to identify, analyze, and offer potential solutions to major global challenges from multiple perspectives and worldviews
- Students will be able to differentiate multiple perspectives on globalization
- Students will be able to explain how and why the environmental well-being of the world demands personal and collective responsibility
- Explain the interconnectedness of global decisions and events

Item 2. Catalog Description

The Associate in Arts in Global Studies for Transfer degree is designed to prepare students to transfer to local California State Universities (CSUs). Students who complete the degree will be ensured preferential transfer status to local CSUs for Global Studies majors and majors in the following related disciplines: Global Politics, International Relations, International Studies, International Relations and Comparative Government. Other majors that may accept this degree include: African American Studies, Anthropology, Behavioral Science, Chinese, Communication Studies, Creative Arts, History, Humanities, Interdisciplinary Studies B.A. with Global Studies Concentration, Linguistics, Philosophy, Political Science, Psychology, Social Work, Social Sciences B.A. with Concentration in International Studies, Sociology, Spanish (see a counselor for details). The degree requirements will fulfill the lower division major requirements at many local CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Global Studies**CCC Major or Area of Emphasis:** Global Studies**TOP Code:** 2210.20**CSU Major(s):** Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government.**Total Units: 21** (all units are minimum semester units)

Template # 1020

Original: 02/01/16

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreeereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Global Studies for Transfer Degree College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area CSU IGETC	
REQUIRED CORE: (6 units)						
Introduction to Global Studies (3)	GLST 101	SOSC 1	Introduction to Global Studies	4		
Global Issues (3)	GLST 102	SOSC 2	Global Issues	4		
LIST A: Select five courses from at least four of the following areas (15 units)						
Area 1: Culture and Society						
Introduction to Cultural Anthropology (3)	ANTH 120	ANTH 2A OR	Cultural Anthropology	4	D1	4A
		ANTH 2AH	Honors Cultural Anthropology	4	D1	4A
World History since 1500 (3)	HIST 160					
Any Anthropology or History course	AAM	HIST 8	History of Latin America	4	D6	4F

articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.						
Area 2: Geography						
Introduction to Physical Geography (3)	GEOG 110	GEOG 1	Physical Geography	5	B1, B3	5A, 5C
Introduction to Human Geography (3)	GEOG 120	GEOG 2	Human Geography	4	D5	4E
World Regional Geography (3)	GEOG 125	GEOG 10	World Regional Geography	4	D5	4E
Any Geography course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	GEOG 5	Introduction to Economic Geography	4	D6	4E
Area 3: Economics						
Principles of Microeconomics (3)	ECON 201	ECON 1B	Principles of Microeconomics	5	D2	4B
Principles of Macroeconomics (3)	ECON 202	ECON 1A	Principles of Macroeconomics	5	D2	4B
Any Economics course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	ECON 9	Political Economy	4	D2	4H
		OR ECON 9H	Honors Political Economy	4	D2	4H
Area 4: Politics						
Introduction to Comparative Government and Politics (3)	POLS 130	POLI 2	Comparative Government & Politics	4	D8	4H
Introduction to Comparative International Relations (3)	POLS 140	POLI 15	International Relations/World Politics	4	D8	4H
		OR POLI 15H	Honors International Relations/World Politics	4	D8	4H
Any Political Science course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU.	AAM	POLI 9	Political Economy	4	D2	4H
		OR POLI 9H	Honors Political Economy	4	D2	4H
Area 5: Humanities						
Survey of World Literature I (3)	ENGL 140	ENGL 47A	World Literature I	5	C2	3B
Survey of World Literature II (3)	ENGL 145	ENGL 47B	World Literature II	5	C2	3B
Any 3 rd or 4 th term foreign language course.	AAM	SPAN 4	Intermediate Spanish I	5	C2	3B
		OR SPAN 5	Intermediate Spanish II	5	C2	3B
		OR SPAN 6	Intermediate Spanish III	5	C2	3B
		OR JAPN 4	Intermediate Japanese I	5	C2	3B
		OR JAPN 5	Intermediate Japanese II	5	C2	3B

		OR JAPN 6	Intermediate Japanese III	5	C2	3B
Any course articulated as lower-division preparation in the Global Studies, Global Politics, International Relations, International Studies, International Relations and Comparative Government major at a CSU in areas C1/C2 or 3A/3B.	AAM	HUMN 1	Cultures, Civilizations & Ideas: The Ancient World	4	C2	3B
		and HUMN 2	Cultures, Civilizations & Ideas: Of Empires & Conflict	4	C2	3B
		OR PHIL 24	Comparative World Religions: East	4	C2	3B
		and PHIL 25	Comparative World Religions: West	4	C2	3B
		OR ART 2E	A History of Women in Art	4.5	C1	3A
Total Units for the Major:	21	Total Units for the Major:				
		Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				
		General Education (CSU-GE or IGETC) Units			39	37
		Elective (CSU Transferable) Units				
		Total Degree Units (maximum)			60	

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Bridge to College ESL Pathway

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression.

Item 2. Catalog Description

The Certificate of Completion in Bridge to College ESL Pathway prepares students to bridge from noncredit to credit ESL courses. Students will be exposed to integrated skills courses for learners of English as an additional language. Focus is on developing a basic level of grammar and vocabulary through listening, speaking, reading and writing, so that learners can communicate with other English speakers in and outside of the classroom.

This program provides practical skills and knowledge for students progressing out of adult education classes as well as students seeking some English language proficiency for career advancement.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (72 hours)	NCEL 403A	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART I	36	
	NCEL 403B	TRANSITIONING TO COLLEGE ESL FOR WORKING ADULTS PART II	36	

TOTAL HOURS: 72 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Bridge to College ESL Pathway, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: "Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs

and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed amount student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college’s ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in

advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language***." The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English as a Second Language-Beginning

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression.

Item 2. Catalog Description

The Certificate of Completion in English as a Second Language-Beginning prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree. Students will be exposed to integrated skills courses for learners of English as an additional language, and learn such practical skills such as: demonstrate understanding of spoken English at the advanced-beginning level, communicate using advanced-beginning level English, speak intelligibly, ask and answer questions intelligibly, talk about present, past and future experiences intelligibly, read sentences and paragraphs at the advanced-beginning level, demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs and prepositions, demonstrate ability to read critically, write sentences and paragraphs at the advanced-beginning level, demonstrate knowledge of advanced-beginning level grammar.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (360 hours)	NCEL 411	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE I	120	
	NCEL 412	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE II	120	
	NCEL 413	ADVANCED-BEGINNING ENGLISH AS A SECOND LANGUAGE III	120	

TOTAL HOURS: 360 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English as a Second Language-Beginning, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL

curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these

courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, "Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16," highlights the role of the California Community Colleges in advancing students' basic education and employment skills through the use of noncredit enhanced funding, stating, "Students who attain this education and training are better equipped to succeed in the world."

According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English as a Second Language-Intermediate

Item 1. Program Goals and Objectives

Students will demonstrate aural, written, and spoken English literacy at increasingly more complex levels of expression, culminating in their ability to start credit ESL courses.

Item 2. Catalog Description

The Certificate of Completion in English as a Second Language-Intermediate prepares students to advance to credit levels of ESL, and provides the foundations for students to meet the requirements of an associate degree. Students will be exposed to integrated skills courses for learners of English as an additional language, and learn such practical skills such as: demonstrate understanding of spoken English at the intermediate level, communicate using intermediate level English, speak intelligibly, ask and answer questions intelligibly, talk about present, past and future experiences intelligibly, read sentences and paragraphs at the intermediate level, demonstrate recognition of basic corpus of nouns, verbs, adjectives, adverbs and prepositions, demonstrate ability to read critically, write sentences and paragraphs at the intermediate level, demonstrate knowledge of intermediate level grammar.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (360 hours)	NCEL 421	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE I	120	
	NCEL 422	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE II	120	
	NCEL 423	INTERMEDIATE ENGLISH AS A SECOND LANGUAGE III	120	

TOTAL HOURS: 360 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English as a Second Language-Intermediate, which were originally written as credit courses up to six levels below transfer, have better served students as noncredit classes, particularly for students who are transitioning from local adult schools to community college. The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the certificate created a ladder from the adult school ESL curriculum to the college's ESL curriculum.

This program prepares students to advance to higher levels of ESL, both credit and noncredit, and provides the foundations for students to meet the requirements of an associate degree.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their language skills for work, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Furthermore, to address the achievement gap displayed among student population groups, the college prioritized success course completion rates and Basic Skills/ESL completion rates, with a specific equity goal to “collaborate with K-12, adult education, and four-year institutions in ways that serve students and society.” As stated in the Plan, “Strengthening the pathway to transfer by collaborating with K-12, adult education, and four-year institutions can also contribute to developing a quality workforce who participates in higher-wage, higher-skill positions.” The faculty who developed these courses worked with their colleagues in the adult schools in our service area to ensure that the courses in the program created a ladder from the adult school ESL curriculum to the

college's ESL curriculum.

Finally, the Foothill Educational Master Plan indicates that "increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training." This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

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According to the report, "There are still opportunities to develop Career Development and College Preparation certificates in the future," and advises that "more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***" The report also suggests that "alternatively, colleges may decide to transition credit basic skills and credit English as a second language programs to noncredit," as has been done for the courses in this program. The report states, "Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system."

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Language Arts Foundations

Item 1. Program Goals and Objectives

These open-entry, open-exit courses are for students who seek academic support in English and/or ESL and other reading and writing intensive courses. The courses provide instruction and/or review of writing skills such as paragraphing, topic sentence, thesis, development, essay organization, sentence structure, basic sentence patterns, style, sentence mechanics, through supplemental instruction.

Item 2. Catalog Description

The Certificate of Completion in Language Arts Foundations prepares students for success in their English and/or ESL classes, as well as other classes with reading or writing requirements.

This program provides practical skills and knowledge for developmental and transfer-level students in reading and writing. Students who are successful in this program will develop the skills necessary to succeed in a variety of written rhetorical tasks, including practice in critical reading processes, practice in mastery of college-level vocabulary, practice in generating clear, specific thesis statements, practice in writing paragraphs that articulate clear points.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Restricted Electives (120 hours)	NCLA 406A	SUPPLEMENTAL INSTRUCTION ENGLISH: ESSAY- & PARAGRAPH-LEVEL REVISION	60-120	
	NCLA 406B	SUPPLEMENTAL INSTRUCTION ENGLISH: SENTENCE-LEVEL EDITING & PROOFREADING IN CONTEXT	60-120	

TOTAL HOURS: 120 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Language Arts Foundations were created to provide a means for Foothill College to offer supplemental instruction focusing on reading and writing skills at no cost to students. They are currently offered within the Teaching and Learning Center and staffed primarily by non-credit faculty tutors and a few trained, supervised peer tutors.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. The courses in this program will enhance students’ foundational reading and writing skills needed to succeed in and outside of the classroom.

For these same reasons, this program is also aligned with the college’s basic skills mission; it provides opportunities for students to improve their reading and writing skills as a supplement to credit coursework. There are no prerequisites, and the courses can be repeated as needed.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

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The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding, stating, “Students who attain this education and training are better equipped to succeed in the world.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion in basic skills and English as a second language.” The report states, “Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.” In the case of this program, students are able to access free, high-quality tutoring that ultimately supports their completion of

basic skills courses.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALCB 400B

Course Title: Lip-Reading: Vowels

Catalog Description:

Designed for adults with acquired, congenital or progressive hearing impairment and/or difficulty processing speech in adverse listening conditions. Includes the most visible vowel sounds of English language and contrasting the appearance of production of different vowel sounds by the oral and facial structures of the speaker. Aspects of hearing and the auditory range of vowels will be discussed. Small area assistive listening devices will be introduced along with special features of hearing aids (e.g., restaurant programs, t-coils, music programs). Practical experience in lip-reading both in and out of class.

Are you requesting Stand Alone Approval for the course on a **temporary**, or **permanent** basis?

- ☒ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☐ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

This course offers academic instruction in lip-reading development for seniors and community based student populations; promotes continued education, lifelong learning and workforce development.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. Developed in response to local resident demand.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

LV The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

LV This is a non-degree applicable credit course (specify which one, below)

LV non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

LV This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

LV The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Lynette Vega **Date:** 02/08/17

Division Curriculum Representative: Leticia Serna **Date:** 02/08/17

Date of Approval by Division Curriculum Committee: **Date:** 02/08/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Adaptive Learning

ALCB 400B LIP-READING: VOWELS

Summer 2017

2 hours lecture.

0 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2 Lab Hours: 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Examples of reasons a student may repeat the course: A. Students request opportunities to work on skills for improvement of basic lip-reading skills. 1. Upon returning from long breaks in classroom attendance or not repeating the class after finishing a series lip-reading classes, students often comment that their skills become rusty. a. Once they return to classes, skills return and improve. b. Hearing losses often grow worse over time. This requires an expanded skill set. B. Students often request new information about changing technology in hearing aids, assistive listening devices, medical research, etc. 1. The progressive nature of hearing loss often requires an increase of one's use of personal technology and accommodations. 2. Students are often interested in learning about the progress of ongoing academic research to help ameliorate or eliminate hearing loss. C. Students benefit from time to practice speechreading with a variety real living human models. It is often difficult to find help from friends and family for hours of practice. 1. Real life conversations require attention to the topic under discussion. Failure to attend to an intended message because of a need to think about speechreading is a distraction. Practice is needed to make the visual cues automatically helpful. 2. No two speakers are alike but some of the visible features of speech production are common to many individuals. For example, few people can utter the speech sound /f/ without making contact between the upper teeth and the lower lip yet there are many ways this can be executed. Classroom activities afford opportunities to practice with a variety of speakers and a variety of language samples.

Status -

Course Status: Active

Grading:

no-credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 4-17-14

Division Dean Information -

Seat Count: 20

Load Factor: .030

FOAP Code: 122010131051493000

Instruction Office Information -

FSA Code: 3700 - OAS/LIFE LONG LEARNING

Distance Learning: no

Stand Alone Designation: no

1. Description -

Designed for adults with acquired, congenital or progressive hearing impairment and/or difficulty processing speech in adverse listening conditions. Includes the most visible vowel sounds of English language and contrasting the appearance of production of different vowel sounds by the oral and facial structures of the speaker. Aspects of hearing and the auditory range of vowels will be discussed. Small area assistive listening devices will be introduced along with special features of hearing aids (e.g., restaurant programs, t-coils, music programs). Practical experience in lip-reading both in and out of class.

2. Course Objectives -

The student will be able to:

- A. visibly identify and discriminate vowel sounds in English
- B. demonstrate some ability to follow conversations and discussions using auditory and visual cues derived from a speaker's production of vowel sounds
- C. demonstrate ability to focus on one person's speech, ignoring background noise
- D. communicate receptively using, as part of a message, relatively visible vowels and consonants as verbal/non-verbal cues
- E. utilize coping skills and technology for dealing with hearing loss

3. Special Facilities and/or Equipment -

Accessible, mostly quiet classroom with assistive listening devices and/or captioning as needed, adequate lighting, whiteboard or blackboard, electrical outlets and screen or wall for projected or video materials.

4. Course Content (Body of knowledge) -

- A. Hearing Loss
 - 1. Coping skills and adapting the environment to optimize communication, small venue and conversational listening devices
 - 2. Social problems related to hearing loss
 - 3. Reasonable expectations for hearing aids and new or advanced features of hearing aids
 - 4. Descriptions/identifications of visible aspect of speech production
- B. Lip-Reading voiced and unvoiced
 - 1. Words in context, utilizing contextual cues
 - 2. Words in isolation
 - 3. Easily visible vowels and discrimination of vowel sounds and the cues related to their production that increase probability of understanding
 - 4. Verbal and non-verbal cues
 - 5. Auditory cues

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Instructor observation of ability to reflect course material
- B. Participation in all classroom activities
- C. Post-test on last day of quarter

7. Representative Text(s) -

Dugan, Marcia B. Hearing Loss. Washington, D.C.: Gallaudet University Press, 2003.
Sisson, Melanie, A.U.D. "The Audiogram Explained, At Last!" Hearing Health Foundation.
<http://www.dr.org/magazine/39/Spring+2010+Issue/article/318>
Jeffers, J. and M. Barley. Speechreading (Lipreading). Springfield, Illinois: Charles C. Thomas Press, 1980.

Although these texts are older than the suggested "5 years or newer standard," these are seminal texts for teaching lip-reading and speechreading.

Selected articles, websites and other reference materials as assigned by instructor.

8. Disciplines -

Deaf and Hearing Impaired: Disabled Students Programs and Services

9. Method of Instruction -

Lecture, discussions, demonstrations. During periods of instruction the student will be participating in discussions, learning and practicing lip-reading techniques, presenting lip-reading materials for others to lip-read, listening to lectures on topics related to hearing loss and lip-reading.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

Students are expected to write language samples of sentence-length or longer in standard conversational English to illustrate various aspects of lip-reading and lip-reading challenges. They are expected to read various articles and books, and view videos pertaining to subject matter covered in class. Outside of class they are expected to practice speechreading (lip-reading) using materials distributed in class, dedicated practice times with friends and family, as well as using video and online materials.

13. Need/Justification -

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. Developed in response to local resident demand.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALCB 400D

Course Title: SPEECHREADING CHALLENGE

Catalog Description:

For adults who have been practicing lip-reading/speechreading techniques and want to maintain performance levels through highly challenging practice sessions that use the variety of skills needed for ease of communication barriers caused by hearing loss. Improve ability to lip-read in real time and complex conversational situations.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☒ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☐ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

This course offers academic instruction in lip-reading/speechreading techniques for seniors and community based student populations; promotes continued education, lifelong learning and workforce development.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The courses were developed in response to site coordinator requests, based upon individual site need and demands from local residents.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

LV The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.

LV This is a non-degree applicable credit course (specify which one, below)

LV non-degree applicable basic skills course.

_____ course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

LV This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

LV The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Lynette Vega **Date:** 02/08/17

Division Curriculum Representative: Leticia Serna **Date:** 02/08/17

Date of Approval by Division Curriculum Committee: **Date:** 02/08/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Approved 4/30/13

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Adaptive Learning

ALCB 400D SPEECHREADING CHALLENGE

Summer 2017

2 hours lecture.

0 Units

Total Contact Hours: 24 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72 (Total of All Lecture, Lab hours and Out of Class X 12)

Lecture Hours: 2
Lab Hours: 0

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: As requested by student to provide practice in speechreading skills and continued awareness of new technology for hearing loss.

Status -

Course Status: Active
Grading: no-credit
Degree Status: Non-Applicable
Credit Status: Non-Credit
Degree or Certificate Requirement: Stand Alone Course
GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 4-17-14

Division Dean Information -

Seat Count: 20
Load Factor: .030
FOAP Code: 122010131051493000

Instruction Office Information -

FSA Code: 3700 - OAS/LIFE LONG LEARNING

Distance Learning: no

Stand Alone Designation: no

1. Description -

For adults who have been practicing lip-reading/speechreading techniques and want to maintain performance levels through highly challenging practice sessions that use the variety of skills needed for ease of communication barriers caused by hearing loss. Improve ability to lip-read in real time and complex conversational situations.

2. Course Objectives -

The student will be able to:

- A. demonstrate receptive lip-reading - full face and side view.
- B. demonstrate lip-reading - visible sounds.
- C. identify words having visible phonemes in isolation and in context.
- D. discuss coping skills for dealing with hearing loss.
- E. identify visible phonemes and group them as homophenes.
- F. describe appropriate technological innovations for dealing with hearing loss.

3. Special Facilities and/or Equipment -

Accessible classroom with assistive listening devices as needed, adequate lighting, whiteboard or blackboard, electrical outlets and wall or screen for projection.

4. Course Content (Body of knowledge) -

- A. Lip-Reading participation
 - 1. Receptive lip-reading (Speechreading) - full face and side view
 - 2. Visible phonemes (visemes), homophene groups
 - 3. Words in isolation
 - 4. Words in context
 - 5. Speechreading from a variety of speakers with a variety of materials
 - 6. A variety of speechreading challenges including requirements for speechreading whole sentences and whole paragraphs with little or no audible information and with varied amounts of contextual information
- B. Hearing Loss
 - 1. Coping techniques
 - 2. Using technology
 - a. Loop systems
 - b. FM and infrared
 - c. Hearing aids
 - d. Bluetooth
 - e. Adapted telephones
 - f. Captel and Web Captel
 - 3. Understanding the audiogram, questions to ask your audiologist
 - 4. Understanding the different types of hearing professionals and what they offer
 - 5. Questions for your audiologist
 - 6. Assistive devices and when to use

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Instructor observation of ability to reflect course material
- B. Participation in all classroom activities used to amplify lecture material
- C. Pre-test on the first day of the quarter and post-test on the last day of the quarter, for students to be able to evaluate their own progress

7. Representative Text(s) -

Scharper, Diane and Phillip Scharper. Reading Lips and Other Ways to Overcome a Disability. Baltimore, Maryland: Apprentice House, Loyola University of Maryland, 2009.
Kaplan, H., C. Garretson, and S. Bally. Speechreading: A Way to Improve Understanding. Washington, D.C.: Gallaudet University Press, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Speech Language Pathology: Disabled Students Programs and Services OR Deaf and Hearing Impaired:

9. Method of Instruction -

- A. Lecture, discussion, oral presentations and demonstrations.
- B. Speechreading practice: sentences, paragraphs and other short language samples presented by a variety of speakers/models.
- C. Participating in class discussions about topics related to hearing loss and normal hearing, research in pertinent areas, hearing loss technology and speechreading/lip-reading.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Students are encouraged to try using lip-reading/speechreading in a variety of settings (large and small gatherings, meetings, restaurants, watching television and movies).
- B. Luncheon for lip-reading practice organized for all lip-reading students and guests to practice communicating in noise (up to three times per year).
- C. Writing includes samples of spoken English that present particular challenges, descriptions of particular environments that require special adaptations or techniques to maximize communication or to enable students to remain in a conversation.

13. Need/Justification -

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The courses were developed in response to site coordinator requests, based upon individual site need and demands from local residents.

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: IDS 406

Course Title: Supervised Tutoring

Catalog Description:

This class provides tutoring in various academic subjects through a designated learning center to augment classroom instruction. The course requires a referral from a subject-area instructor, counselor or supplemental instructor.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- ☒ X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- ☐ The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

- ☐ o What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions :

This course meets 1. and 2. Peer tutoring provides supplemental instruction that supports academic and vocational instruction in lower division levels and also remedial tutoring to

Approved 4/30/13

FOOTHILL COLLEGE

support non-native speakers and/or students in remedial courses. A supervised tutoring course is required by the state to be able to collect apportionment on peer tutoring on campus.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This class is needed because it will provide a sustainable funding source for student tutors on campus should sources like Equity and Basic Skills be reduced in the future.. According to Title V, Section 58170, "Apportionment may be claimed for individual student tutoring only if all the following conditions are met: ...(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring." (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need." This Supervised Tutoring course will meet the requirements to allow Foothill College to collect apportionment on student tutoring.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. -- Curriculum Standards (please initial as appropriate)

- KH The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course.
- course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

- KH This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

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FOOTHILL COLLEGE

Criteria E. – Compliance (please initial as appropriate)

KH The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Katie Ha **Date:** 1/23/17

Division Curriculum Representative: Ben Armerding **Date:** 1/23/17

Date of Approval by Division Curriculum Committee: **Date:** 2/7/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Approved 4/30/13

Foothill College

Submission Course Outlines

For Faculty and Staff use only

Language Arts

IDS 406 SUPERVISED TUTORING

**Summer
2017**

60 to 360 hours total.

0 Units

Total Contact Hours: 0 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 0 (Total of All Lecture, Lab hours and Out of Class X 12)

**Lecture
Hours:**

Lab Hours:

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active

Grading:

no-credit

Degree Status: Non-Applicable

Credit Status:

Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/15/16

Division Dean Information -

Seat Count:
999

Load Factor:
.000

FOAP Code:
11400015007161000

Instruction Office Information -

FSA Code:

Distance Learning: no

**Stand Alone
Designation:** no

1. Description -

This course provides tutoring in various academic subjects through a designated learning center to augment classroom instruction. The course requires a referral from a subject-area instructor, counselor or supplemental instructor.

2. Course Objectives -

The student will be able to:

- A. Assess and interpret challenging course content from academic classes.
- B. Apply study strategies and computer skills toward mastery of academic course material.
- C. Apply reading, writing, ESL and/or mathematics skills to specific academic courses.
- D. Develop a study plan to succeed in quarter-long academic courses.
- E. Explain the importance of self-confidence in the learning process.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

- A. Academic course material interpretation
 - 1. Specific topics related to academic course content
 - 2. Specific materials related to academic course
- B. Study and computer-related strategies
 - 1. Goal setting
 - 2. Textbook studying
 - 3. Problem-solving techniques
 - 4. Note-taking
 - 5. Test-taking techniques
 - 6. Websites related to academic course material
 - 7. Websites related to studying academic course material
 - 8. Research websites related to in-depth study of course material
 - 9. Homework assignments created on the computer
- C. Reading, writing, ESL and mathematics assignment support
 - 1. Active reading strategies
 - 2. Strategies for completing writing assignments
 - 3. Strategies for interpreting course material for ESL students
 - 4. Algebraic equation strategies
- D. Elements of a study plan
 - 1. Time management plan
 - 2. Textbook reading plan
 - 3. Test preparation plan
- E. Self-confidence
 - 1. Importance of success in coursework
 - 2. Importance of success in college

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Completion of homework as assigned by parent course instructor.
- B. Completion of additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Straus, Jane. The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes. San Francisco, CA: Wiley, 2014.

Hacker, Diane. A Pocket Style Manual. 7th ed. Bedford/St. Martin's, 2014.

Textbook(s) from the referring course(s).

8. Disciplines -

Student tutors will be supervised by either a faculty member with minimum qualifications in the parent course discipline and/or a faculty member with minimum qualifications in Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators.

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for reading and annotating.
- B. Practice and explore multiple strategies for writing and organizing essays.
- C. Practice and explore multiple strategies for developing study and critical thinking skills.
- D. Practice and explore multiple strategies for solving mathematical equations.

11. Honors Description - No longer used. Integrated into main description section.

12. Examples of Required Reading and Writing and Outside of Class Assignments -

- A. Homework assignments:
 - 1. Topics are assigned by course instructor
 - 2. Completion of assignments both online and hand-written/word documents
- B. Laboratory assignments:
 - 1. Topics are assigned by course instructor
 - 2. Completion of assignments both online and hand-written/word documents
- C. Additional coursework:
 - 1. Practice work provided by tutor that showcases basic and more challenging usage and application of needed skills
 - 2. Reading and annotating assigned articles and texts

13. Need/Justification -

This is a support course to provide supervised tutoring for parent courses across campus with a heavy focus on mathematics, reading, and writing skills.

Non-transcriptable Certificates Offered in 2016-17

Certificate Title (Alpha by Parent Department)	Units	Certificate Type				
		Completion	Career	Proficiency	Specialization	Skills
Bookkeeping Specialist (ACTG)	17			X		
Enrolled Agent Preparation (ACTG)	16			X		
Financial Accounting (ACTG)	22		X			
Payroll Preparation (ACTG)	9			X		
Tax Accounting (ACTG)	25		X			
Tax Specialist (ACTG)	13			X		
Applied Anthropology (ANTH)	20			X		
Cultural Resource Management (ANTH)	23			X		
Forensic Anthropology (ANTH)	22			X		
Medical Anthropology (ANTH)	24			X		
Residential Electrician (Apprenticeship)	18		X			
Sheet Metal Air Conditioning Service Technician (Apprenticeship)	10		X			
Sheet Metal Air Conditioning Specialist (Apprenticeship)	6		X			
Sheet Metal Decking & Siding (Apprenticeship)	18		X			
Sheet Metal Ship Yard Specialist (Apprenticeship)	7.5		X			
Sound & Communication Installer (Apprenticeship)	21		X			
Business Management (BUSI)	16-18		X			
Entrepreneurship (BUSI)	15-19		X			
Financial Literacy (BUSI)	17-18		X			
Marketing (BUSI)	11-13		X			
Small Business & Digital Marketing (BUSI)	17-19		X			
Early Childhood Education (CHLD)	25				X	
Inclusion & Children with Special Needs (CHLD)	24				X	
Infant Toddler Development (CHLD)	23				X	
School-Age Child Care (CHLD)	25				X	
Communication Studies (COMM)	20			X	X	
Communications & IT Support (COMM)	23			X		
Workforce Training (COMM)	17.5			X		
Cisco Academy CCNA (C S)	22.5			X		
Cisco Academy CCNP (C S)	18			X		
Enterprise Security (C S)	18			X		
Microsoft Windows MCSA (C S)	18			X		
Mobile Applications (C S)	23			X		
VMWare (C S)	22.5			X		
Biomedical Devices (ENGR)	24			X		
Rapid Prototyping (ENGR)	23			X		

Certificate Title (Alpha by Parent Department)	Units	Certificate Type				
		Completion	Career	Proficiency	Specialization	Skills
Garment Printing (GID)	12					X
Graphic Design (GID)	12					X
Illustration (GID)	12					X
Web Design & Development (GID)	24		X			
Popular Culture (MDIA)	16			X		
Music History & Literature (MUS)	25			X		
Audio Post-Production (MTEC)	15.5			X		
Electronic Music (MTEC)	16			X		
Game Audio (MTEC)	16			X		
Music Business (MTEC)	20			X		
Songwriting (MTEC)	24			X		
Nanocharacterization (NANO)	15			X		
Nanofabrication (NANO)	15			X		
Nanostructures (NANO)	10			X		
Non-Credit Mathematical Foundations (NCBS)	60 hrs	X				
Non-Credit Geriatric Home Aide (NCSV)	104 hrs	X				
Photo Criticism (PHOT)	12					X
Photographic Laboratory Technician (PHOT)	12					X
Actor Training (THTR)	24		X			
Theatre Production Organization (THTR)	24		X			
Theatre Technology (THTR)	24		X			
Online Veterinary Assisting (V T)	12.5		X			
Subtotals:		2	18	29	5	5

Total Non-transcriptable Certificates offered in 2016-17: 59