

AGENDA

College Senate Meeting

April 7, 2010

Room E-500

2:15 p.m.

- I. **Approval of Minutes --- March 10, 2010**
- II. **Chairperson's Report**
- III. **Curriculum Committee Report: New Course Proposal, HUP 109, Philosophy of Law—Department of Humanities**
New Course Proposal, ELC 202, Contemporary Chinese Literature—Department of Education and Language Acquisition
New Course Proposal, ELC 203, Classic Chinese Literature—Department of Education and Language Acquisition
Revisions in Curriculum for Deaf Studies Option—Department of Education and Language Acquisition
Revised Course Proposal, SSY 105, Learning and Education: Childhood to Adolescence—Department of Social Science
Revised Course Proposal, SCV 101, Introduction to Veterinary Technology—Department of Health Science
Presented by Prof. John Shean, Chairperson of the Curriculum Committee
- IV. **Meetings of Three Separate Sub-Groups**
 - A. **Committee of Students**
 - 1. **Organize a “Meet the Senators” Table in Cafeteria**
 - 2. **Prepare for Focus Group on “How Students Communicate”**
 - 3. **Bring More Clarity to “Student Awareness/Morale/Student Spirit” Brainstorming Item**
 - 4. **Discuss Remaining Problems with Student Stipends**
 - B. **Committee of Faculty**
 - 1. **Refine Brainstorming Item on “Better Communication on Curricular Matters Between Departments”**

2. **Discuss the Advisability and Logistics of Creating a Student-Faculty Teaching and Learning Committee**

C. Meeting of HEOs/Alumni Rep/Civil Service Rep

1. **Discuss the Possibilities and Problems with Evening Services**

NOTE: In addition, each group will discuss:

1. **Any Other Items beyond Those on the Brainstorming Lists that the Senate Should Address.**
2. **Suggestions for Improving the Functioning and Effectiveness of the Senate.**

- V. **Old Business**
- VI. **New Business**
- VII. **Adjournment**

Light Refreshments will be served.

COURSE PROPOSAL FORM

TYPE OF PROPOSAL

- PERMANENT**
 EXPERIMENTAL

For office use only:

CCC

SENATE

CHANCELLOR

PROPOSING DEPARTMENT:

Health Sciences

SECOND DEPARTMENT FOR JOINT PROPOSAL:

COURSE TITLE:

(maximum 50 characters and spaces)

Introduction to Veterinary Technology

COURSE ABBREVIATION:

(maximum 20 characters and spaces)

Intro to Vet Tech

COURSE NUMBER:
Contact Registrar's Office for designated course number.

SCV 101

TYPE NAME OF REGISTRAR CONTACT & GET INITIALS

Thomas Murasso

COURSE STATUS:

NEW

REVISED

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:

TITLE CHANGE

CATALOG DESCRIPTION

NUMBER OF CREDITS

NUMBER OF HOURS

PREREQUISITES

COREQUISITES

INSTRUCTIONAL OBJECTIVES

PERFORMANCE OBJECTIVES

GRADING STANDARDS

LIBRARY ARTICULATION

COMPUTER SOFTWARE ARTICULATION

TOPICAL OUTLINE

OTHER

Please specify: Course number
No longer urban studies

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	
STUDENT HOURS	
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?

YES

NO

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES

YES

NO

LIBERAL ARTS

YES

NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This is a comprehensive introduction to the fundamental principles of animal science. Subjects covered include genetics and breeding, growth and senescence, environmental physiology, nutrition and feeding, and animal behavior. In addition students will begin the study of basic animal care and management, dosage calculations, and animal diseases.

Prerequisite: CSE099, ENA/ENG/ESA099/ENC101, MAT096

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Students in the pre-clinical veterinary technology program

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the pre/co-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/co-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

SCN 101

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

Veterinary Technology

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

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Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE 095		
Writing (e.g., none, ENA099):	ENA/ENG/ESA 099		
Mathematics (e.g., none, MAT096):	MAT 096		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
ENC 101 if placed by college		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

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This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall I 2011 Spring I 2011	30

How many times per year will this course be offered?	Estimated # of students per year:
2	120

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
The course is being revised to reflect its change from an Urban Studies to a Veterinary Technology (key) course. This change is part of an overall curriculum revision designed to meet current accreditation requirements.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Quizzes, 2 at 10% each	20
Midterm exam	30
Final exam	40
Written assignment	10
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

This course is required in order to meet accreditation standards by the American Veterinary Medical Association). The course content addresses the development of essential skills necessary for the passage of the national licensing examination.

Indicate if the course is being developed for a grant. If so, provide relevant details.

No

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Inform students of the requirements of the Veterinary Technology Program.
2. Familiarize the students with veterinary medical terminology.
3. Provide the students with the basic concepts of metrology and its use in veterinary medicine.
4. Provide a body systems-based approach to anatomy and physiology of common domestic and companion animals.
5. Provide the students with information regarding the behavior, life stages, and husbandry of dogs and cats, including breed identification.
6. Provide the students with information regarding the behavior, life stages, and husbandry of equines, including breed identification.
7. Provide the students with information regarding the behavior, life stages, and husbandry of ruminants, including breed identification.
8. Provide the students with information regarding the behavior, life stages, and husbandry of exotic and avian companion animals, including breed identification.
9. Provide the students with information regarding the behavior, life stages, and husbandry of laboratory animals, particularly rodents, including breed identification.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Describe the curriculum of the veterinary technology program.
2. Define technical terms correctly.
3. Solve common dosage equations.
4. Compare and contrast general differences in anatomy and physiology among selected species.
5. Explain the important issues regarding care and feeding of dogs and cats, with recognition of common breeds.
6. Explain the important issues regarding care and feeding of equines, with recognition of common breeds.
7. Explain the important issues regarding care and feeding of ruminants, with recognition of common breeds.
8. Explain the important issues regarding care and feeding of avian and exotic animals, with recognition of common breeds.
9. Explain the important issues regarding care and feeding of laboratory animals, including breed identification, and special husbandry requirements.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

10. Provide the students with information regarding the behavior, life stages, and husbandry of swine, including identification of common breeds.
11. Familiarize the students with the basics of genetic theory as they pertain to animal breeding, and with the general contribution of nutrition to growth and development of animals.
12. Introduce the concepts of ethics and jurisprudence as they relate to animal husbandry and use, forensic veterinary medicine, and the importance of the human-animal bond.

PERFORMANCE OBJECTIVES (CONTINUED):

10. Explain the important issues regarding care and feeding of swine, including breed identification.
11. Explain the patterns of inheritance as they relate to dominant and recessive traits, and the consequences of inbreeding; analyze the importance of breed-specific nutrition.
12. Interpret common clinical scenarios in the light of ethical and humane care, and explain the effect of the human-animal bond on veterinary care.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Lecture I

Introduction to the profession, including career options
Discussion of the requirements of the Veterinary Technology Program at LaGuardia Community College
Introduction to veterinary technology

Lecture II

Veterinary terminology: prefixes, suffixes, root words

Lecture III**Quiz I**

Tour of Veterinary Technology center (C 106)
Use of metrology in clinical situations

Lecture IV

Understanding the body using a systems approach; mammalian physiology and avian physiology

Lecture V

Behavior, life stages and husbandry of dogs and cats

Lecture VI**Quiz II**

Behavior, life stages and husbandry of equines

Lecture VII**Midterm Examination**

Behavior, life stages and husbandry of large and small ruminants

Lecture VIII

Behavior, life stages and husbandry of exotic

COURSE OUTLINE: (CONTINUED)

animals.

Lecture IX

Behavior, life stages and husbandry of rodents, rabbits and laboratory animals

Lecture X

Behavior, life stages and husbandry of swine

Lecture XI

Basic genetics

Basic animal nutrition

Lecture XII

The human-animal bond, veterinary ethics, forensic veterinary science

XIII Final examination

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	McBride, D
TITLE:	Learning Veterinary Terminology
EDITION:	2nd
PUBLISHER:	Mosby
DATE:	2002
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Lake, T and Green
TITLE:	Essential Calculations for Veterinary Nurses and Technicians
EDITION:	2nd
PUBLISHER:	Elsevier
DATE:	2009
ISBN:	9780702029301
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Saunders Elsevier
TITLE:	Saunders Veterinary Terminology Flash Cards
EDITION:	1st
PUBLISHER:	Saunders
DATE:	2009
ISBN:	978141606138
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	M. Sirois (Consultant)
TITLE:	Mosby's Veterinary PDQ
EDITION:	1st
PUBLISHER:	Mosby
DATE:	2009
ISBN:	9780323055758
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Marie Spina
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

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TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Robin Sturtz
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TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Robin Sturtz	Health Sciences	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Margaret Norris		

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Margaret Norris		

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Rosann Ippolito		

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Classic Chinese Literature
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Classic Chinese Lit
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COURSE NUMBER: Contact Registrar's Office for designated course number.	ELC203
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	0
STUDENT HOURS	3
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course is an introduction to classical Chinese literature. It aims at strengthening students' ability to read and comprehend original texts written in wen yan wen, classical written Chinese. Furthermore, it enables students to have direct, zero-distance contact with genuine Chinese culture and ideology. This course is taught in Chinese.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

None

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting pre- co-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting pre- co-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

None

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

Exemption Exam

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
Exemption Exam		

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

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This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 1 2011	25

How many times per year will this course be offered?	Estimated # of students per year:
1	25

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
This course familiarizes students with written classical Chinese and provides an opportunity to further develop reading and writing fluency in Chinese within a literary and cultural context.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Essays (2 @ 10 points each)	20
Final exam	30
Oral presentation	15
Quizzes (3 @ 5 points each)	15
In-class work	20
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

None

Indicate if the course is being developed for a grant. If so, provide relevant details.

No

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Introduce students to literary texts written in wen yan wen, classical written Chinese.
2. Provide students with opportunities to strengthen their reading comprehension of texts written in classical Chinese.
3. Familiarize students with the history of classical Chinese literature.
4. Provide students with opportunities to have direct, zero-distance contact with classical Chinese culture and ideology.
5. Enable students to write essays analyzing literary elements of classical Chinese literature.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Compare and contrast literary texts written in wen yan wen, classical written Chinese, with those written in baihua wen.
2. Increase their ability to read and comprehend literary texts written in classical Chinese.
3. Identify and discuss the main characteristics of classical Chinese literature.
4. Explain salient features of classical Chinese culture and ideology.
5. Write essays analyzing literary elements of classical Chinese literature.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

Overview of classical Chinese literature
Remote ancient poetry (11th to 6th century B.C.)
Shi Jing. The Book of Poetry

Week 2

Ancient Poetry
Qu Yuan, The Songs of the South (Chu Ci) and other poets of the period

Week 3

Ancient Philosophers
Confucius, Mencius, Lao Zi, Zhuang Zi, and others

Week 4

Ancient History Classics
Zuo Zhuan, Annals of History between 722 and 463 B.C.
Zuo Qiuming, Strategies of Warring States
Sima Qian, Records of the Historian Shi Ji

Week 5

Middle Ancient Time (1st to 13th century A.D.)
Jian Yan, Fu on Parting (poetic prose), Fu on Regret
Zhuge Liang, Memorial on Going to War
Liu Yuxi, Epigram on the Humble Room, etc.

Week 6

Poetry of the Tang Dynasty
Li Bai, Du Fu, Bai Juyi, et. al.

Week 7

"ci" New Style of Poetry at Song Dynasty
Lu You, Xin Qiji, Liu Yong, Li Qingzhao, et al.

COURSE OUTLINE: (CONTINUED)

Week 8

Opera in Northern China at Yuan (Mongolian) Dynasty

Wang Shifu, Romance in the West Wing-Room
Guan Hanqing, Madame Dou's Unjust Case

Week 9

Opera in Southern China at Ming and Quin Dynasties

Tang Xianzu, Pavilion of Peony
Kong Shangren, The Peach Flower
Hong Sheng, The Hall of Controversy

Week 10

Ancient Novels in baihua
Luo Guanzhong, Story of Three Kingdoms
Shi Nai'an Waterside Stories
Cao Xueqin The Dream in Red Mansions

Week 11

Prose of Ming and Qing Dynasties
Gu Yanwu and Wang Guowei

Week 12

General review and highlights of classical Chinese literature

Week 13

Final Examination

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Barnstone, Tony, ed.
TITLE:	Literatures of Asia: From Antiquity to the Present
EDITION:	
PUBLISHER:	Prentice Hall
DATE:	2003
ISBN:	10-0130613681
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Minford, John and Joseph S. M. Lau, eds.
TITLE:	Classical Chinese Literature
EDITION:	
PUBLISHER:	Columbia UP
DATE:	2000
ISBN:	10-0231096763
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Mair, Victor H. ed.
TITLE:	The Columbia Anthology of Traditional Chinese Literature
EDITION:	
PUBLISHER:	Columbia UP
DATE:	1994
ISBN:	10-023107428X
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued) (Specify STATUS at the end of each entry.)	
AUTHOR(S):	Hoobler, Thomas and Dorothy Hoobler
TITLE:	Confucianism
EDITION:	
PUBLISHER:	Facts on File
DATE:	2004
ISBN:	10-0816024452
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	Anonymous
TITLE:	Book of Poetry (Shi Jing)
EDITION:	http://etext.lib.virginia.edu/chinese
PUBLISHER:	University of Virginia
DATE:	1998
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

#3 SERIALS: (newspapers, magazines, journals, yearbooks) (Specify STATUS at the end of each entry.)	
Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.	
SERIAL TITLE:	Frontiers of Literary Studies in China
PUBLISHER:	Springer-Verlag
ISSN:	1673-7423 (online) 2/2007-1 yr ago
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	
Louise Fluk	

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	The Story of Three Kingdoms Pungwoon Samgukji (1967)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Waterside Stories Shui hu Zhuan (1972)
DISTRIBUTOR	Sui Noo juen ji ying hung sik
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	The Dream in Red Mansions
DISTRIBUTOR	Honglon Meng (1988)
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
20

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

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TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Jie Gao Max Rodriguez
---	--------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Jie Gao	Education and Language Acquisition	January 28, 2010
Max Rodriguez	Education and Language Acquisition	January 28, 2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE
Wen Juan Fan	Education and Language Acquisition	January 28, 2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Wen Juan Fan	Education and Language Acquisition	January 28, 2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	January 28, 2010

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Contemporary Chinese Literature
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Cont Chinese Lit
---	------------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	ELC202
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	0
STUDENT HOURS	3
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course is an introduction to contemporary Chinese literature. It aims at familiarizing students with the literature written in Chinese from 1949 to the present, and the concomitant transformation of Chinese socio-cultural milieu since the creation of the People's Republic of China. This course is taught in Chinese.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

None

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting pre- co-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting pre- co-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

None

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

Exemption Exam

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
Exemption Exam		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 1 2011	25

How many times per year will this course be offered?	Estimated # of students per year:
1	25

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
This course familiarizes students with the literature written in Chinese during the Maoist and post-Maoist era. I also provides an opportunity to further develop reading and writing fluency in Chinese within a literary and cultural context.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Essays (2 @ 10 points each)	20
Final exam	30
Oral presentation	15
Quizzes (3 @ 5 points each)	15
In-class work	20
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

None

Indicate if the course is being developed for a grant. If so, provide relevant details.

No

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Introduce students to literary texts written in Chinese from 1949 to the present.
2. Provide students with opportunities to strengthen their reading comprehension of texts written in contemporary Chinese.
3. Familiarize students with the history of contemporary Chinese literature.
4. Provide students with opportunities to familiarize themselves with socio-cultural trends contemporary Chinese society .
5. Enable students to write essays analyzing literary elements of contemporary Chinese literature.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Discuss the characteristics of contemporary Chinese literature.
2. Increase their ability to read and comprehend literary texts written in contemporary Chinese.
3. Identify and discuss the main characteristics of contemporary Chinese literature.
4. Explain salient features of contemporary socio-cultural trends in contemporary Chinese society.
5. Write essays analyzing literary elements of contemporary Chinese literature.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

- Week 1 Overview of contemporary Chinese literature
Three major periods:
1949 - 1966 "17-year Period"
1966 - 1976 "Cultural Revolution Period"
1976 - Present "New Period"
- Week 2 Zong Pu: Two Red Beans (short story)
Shao Yanxiang: Travel to Dunhuang (poem)
- Week 3 Wang Meng: The Young Newcomer in the Department of Organization (short story)

Yang Shuo: Camellia (prose)
- Week 4 Ru Zhijuan: Lily Flower (short story)
Guo Xiaochuan: Autumn in Tuanpowa Lowland (poem)
- Week 5 Zhao Shuli: Temper Yourself (short story)
Xia Yan: A Talk about Rats in the Year of the Rat (prose)
- Week 6 Zhang Jie: Love, It Can't Be Forgotten (short story)
Shi Zhi: It's Beijing, 4:08 a.m. (poem)
- Week 7 Gao Ziaosheng: Chen Huansheng Went to Town (short story)
Jia Pingwa: Qinqiang Opera (prose)
- Week 8 Can Xue: The Little Cabin in the Mountain (short story)
Ai Qing: Fish Fossil (poem)

COURSE OUTLINE: (CONTINUED)

Week 9 Wang Zengqi: Initiation into Monkhoo
(short story)
Bei Dao: Answer (poem)

Week 10 Guo Xuebo: Tian Haizi: Heaven Lake
(short story)
Liu Liangcheng: One Person's Village
(prose)

Week 11 Yan Lianke: Black Pig Hair, White Pig
Hair (short story)
Shu Ting: Dusk in April (poem)

Week 12 Su Tong: Box Wagon (short story)
Lin Jinlan: The City Wall (prose)

Week 13 Final Examination

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Hong, Zicheng
TITLE:	The History of Contemporary Chinese Literature
EDITION:	2nd
PUBLISHER:	Beijing University Press
DATE:	2007
ISBN:	987-7-301-12166-5/I-0909
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Xie, Mian and Zicheng Hong, Eds.
TITLE:	Selected Works of Contemporary Chinese Literature
EDITION:	
PUBLISHER:	Beijing University Press
DATE:	2002
ISBN:	978-7-301-02712-7/I-0349
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Yu, Chun
TITLE:	Little Green: Growing up During the Chinese Cultural Revolution
EDITION:	
PUBLISHER:	Simon & Schuster
DATE:	2005
ISBN:	10-0689869433
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Li, Siyu
TITLE:	A thousand Peaks: Poems from China
EDITION:	
PUBLISHER:	Pacific Review PR
DATE:	2002
ISBN:	10-1881896242
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	Hsu, Vivian Ling
TITLE:	A Reader in Post-Cultural-Revolution Chinese Literature: Chinese Texts in Traditional Characters
EDITION:	
PUBLISHER:	The Chinese University Press
DATE:	1994
ISBN:	10-9622016073
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Louise Fluk
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	The Teahouse Cha guan (1982)
DISTRIBUTOR	Beijing Film Studio
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
20

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Jie Gao Max Rodriguez
---	--------------------------

TYPE OF PROPOSAL

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Jie Gao	Education and Language Acquisition	January 28, 2010
Max Rodriguez	Education and Language Acquisition	January 28, 2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE
Wen Juan Fan	Education and Language Acquisition	January 28, 2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Wen Juan Fan	Education and Language Acquisition	January 28, 2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	January 28, 2010 +++++

COURSE PROPOSAL FORM

TYPE OF PROPOSAL	
<input type="checkbox"/>	PERMANENT
<input checked="" type="checkbox"/>	PERMANENT EXPERIMENTAL
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Humanities
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	None
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COURSE TITLE: (maximum 50 characters and spaces)	Philosophy of Law
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Philosophy of Law
---	-------------------

COURSE NUMBER: Contact Registrar's Office for designated course number.	HUP 109
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	3.0
PER WEEK:	
CLASSROOM HOURS	3.0
LAB HOURS	0.0
STUDENT HOURS	3.0
FACULTY HOURS	3.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course examines legal concepts and theories, moral theories, and problems of legal reasoning and decision-making. Students have the opportunity to critically evaluate philosophical arguments in the areas of justice, liberty, and responsibility. Topics to be addressed include, among others, excuse and justification in criminal law, capital punishment, theories of torts and contracts, international law, civil disobedience, censorship, and the right to privacy.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

None

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

Students meeting the pre/pre-co/corequisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting the pre/ pre-co/ corequisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

A.A. in Philosophy

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE/CSZ 099		
Writing (e.g., none, ENA099):	ENG/ENA/ESA 099/		
Mathematics (e.g., none, MAT096):	ENC 101		
ESL (e.g., none, ESL097, ESL098):			

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

Additional Pre/Pre-Co/Corequisites:
Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall 12 week session 2010	31

How many times per year will this course be offered?	Estimated # of students per year:
2	62

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
The proposed course will enrich and diversify the Philosophy curriculum. It will enhance and contribute to course options for the Philosophy Major.

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Weekly Quizzes	10
3 exams @ 20%	60
1 five-page paper	20
Participation	10
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

--

Indicate if the course is being developed for a grant. If so, provide relevant details.

--

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. introduce students to legal concepts and theories
2. familiarize students with major and current legal issues
3. enable students to formulate informed reasoned beliefs about difficult moral problems arising in the area of law
4. provide students with valuable experience in seeing complicated issues from differing perspectives
5. pursue and reinforce the moral theories learned
6. enable students to articulate and defend their positions on controversial legal issues with reasons and argument

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. define legal and moral concepts with precision and connect them to case law
2. describe and evaluate current issues in the area of law
3. analyze legal issues and solve moral problems arising in the area of law
4. compare and contrast differing perspectives on legal theories and decision-making
5. illustrate how moral theories are applied in legal reasoning
6. explain why they have the beliefs that they do about legal issues and how these beliefs are supported by reasons and argument

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

Introduction

The Sources of Law

What is a Crime?

People v. Dlugash

S. H. Kadish, The Criminal Law and the Luck of the Draw

Week 2

Justification and Excuse

The Insanity Plea

State v. Cameron

N. Morris, The Abolition of the Insanity Defense

S. J. Morse, Excusing the Crazy: The Insanity Defense Reconsidered

Week 3

Punishment and Responsibility

Moral Theories and Theories of Punishment

Lockyer v. Andrade

J. Bentham, A Utilitarian Theory of Punishment

M. Moore, The Argument for Retributivism

Week 4

The Death Penalty

E. van den Haag, The Death Penalty Once More

H. A. Bedau, A Reply to van den Haag

Week 5

Justice, Compensation and Tort Law

Causation and Liability

Lynch v. Fisher

Palsgraf v. LIRR

COURSE OUTLINE: (CONTINUED)

Week 6

Acts, Omissions, and the Duty to Rescue

McFall v. Shimp

E. Weinrib, The Case for a Duty to Rescue

Week 7

What is Law?

The Nuremberg Trials

R.H. Jackson, Opening Address for the United States, Nuremberg Trials

C.E. Wyzanski, Jr., Nuremberg: A Fair Trial?

Prosecutor v. Slobodan Milosevic

Week 8

Classical Theories of Law

J. Austin, Legal Positivism

Th. Aquinas, From Summa Theologiae

M.L. King, Letter from Birmingham Jail

Week 9

The Boundaries of Law: Freedom of Expression and Enforcing Morality

J.S.Mill, On Liberty

P. Devlin, The Enforcement of Morals

H.L.A.Hart, Law, Liberty, Morality

Week 10

Obscenity and Pornography

Ashcroft v. The Free Speech Coalition

J. Feinberg, Obscenity as Pornography

C. MacKinnon, Pornography: On Morality and Politics

Week 11

Legal Reasoning and Constitutional Interpretation

Griswold v. Connecticut

Lawrence v. Texas

R. Bork, The Right of Privacy

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

Week 12
Equal Protection of the Law: Racial
Discrimination and Affirmative Action
Barbara Grutter v. Lee Bollinger, et al.
T. Nagel, A Defense of Affirmative Action
S. Steele, Affirmative Action

Week 13
Final Exam

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	David M. Adams
TITLE:	Philosophical Problems in the Law
EDITION:	4th
PUBLISHER:	Thomson/Wadsworth
DATE:	2005
ISBN:	9780534584283
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Joel Feinberg and Jules Coleman
TITLE:	Philosophy of Law
EDITION:	8th
PUBLISHER:	Thomson/Wadsworth
DATE:	2008
ISBN:	0534584683
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Julie C. van Camp
TITLE:	Ethical Issues in the Courts
EDITION:	2nd
PUBLISHER:	Wadsworth Publishers
DATE:	2005
ISBN:	9780495005742
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)

Alex Delaszlo

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	Tyranny on Trial History Channel Documentary
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	12Angry Men
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Alex Delaszlo
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
30

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Alex Delaszlo
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Vera Albrecht
---	---------------

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Vera Albrecht	Humanites	

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Bruce W. Brooks	Humanities	

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Bruce W. Brooks	Humanites	

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Michael Rodriguez	Humanites	

To: Curriculum Committee

From: Jack Gantzer, Chair, ELA Department
 Wenjuan Fan, ELA Curriculum Committee Chair

RE: Changes in the Liberal Arts: Social Sciences and Humanities: Deaf Studies
 Option

DATE: February 24, 2010

The following changes were approved by the ELA Curriculum Committee on February 24, 2010.

Rationale

The changes we are proposing to the Liberal Arts: Social Sciences and Humanities: Deaf Studies Option are a result of the program’s being moved from Health Sciences (Human Services) to Education and Language Acquisition.

- As the degree is now a language-focused degree rather than a human-services-focused degree, we are proposing a choice of three courses in Health Sciences to replace Orientation to Human Services.
- Similarly, the eight-credit two-course sequence in Natural Sciences will be replaced with a choice between two non-science-major lab science courses.
- The additional four credits currently required in Natural Sciences will be used for the three-credit Introduction to Bilingualism (ELN 101) in the Education and Language Acquisition Department, an urban studies course, and the one-credit Internet Research Strategies (LRC 103) offered through the Library Department.
- The non-credit Cooperative Education Preparation course (HSS 014), also a course geared to Human Services, will no longer be required in the major.
- All other course requirements will remain unchanged.

Liberal Arts: Social Sciences and Humanities: Deaf Studies Option	
Current Curriculum	New Curriculum
Counseling: 0 credits New Student Seminar English: 11 credits Composition 1 ENC/G101 Writing through Literature ENG102 Preparing and Writing the Research Paper ENG 103 <i>Select on of the following courses:</i> The Short Story ENG250 The Novel ENG 260	Counseling: 0 credits New Student Seminar English: 11 credits Composition 1 ENC/G101 Writing through Literature ENG102 Preparing and Writing the Research Paper ENG 103 <i>Select one of the following courses:</i> The Short Story ENG250 The Novel ENG 260

<p>The Drama ENG265 Afro-American Literature ENG225 Images of Women in Literature ENG245 Introduction to Poetry ENG270</p> <p>Education and Language Acquisition 12 credits American Sign Language I ELM101 American Sign Language II ELM102 American Sign Language III ELM103 American Sign Language IV ELM104</p> <p>Health Sciences: 3 credits Orientation to Human Services HSC101</p> <p>Humanities: 6 credits <i>Select two of the following courses:</i> Fundamentals of Speech Communication HUC101 Creative Drama HUC180 Introduction to Intercultural Communication HUN180** Creative Thinking: Theory and Practice HUP103</p> <p>Liberal Arts: 3 credits Humanism, Science and Technology: Liberal Arts Seminar LIB200</p> <p>Math, Engineering & Computer Science: 3 credits Elementary Statistics I MAT120</p> <p>Natural Sciences: 8 credits <i>Select one of the following sequences:</i> Fundamentals of Biology I SCB201 Fundamentals of Biology II SCB202 <i>or</i> Fundamentals of Chemistry I SCC201 Fundamentals of Chemistry II SCC202 <i>or</i> General Physics I SCP231 General Physics II SCP232</p> <p>Social Science: 9 credits Introduction to Sociology SSS100</p> <p>3 Sociology of American Deaf Communities SSS190</p> <p>3 <i>Select one of the following courses:</i></p> <p>3</p>	<p>The Drama ENG265 Afro-American Literature ENG225 Images of Women in Literature ENG245 Introduction to Poetry ENG270</p> <p>Education and Language Acquisition 15 credits American Sign Language I ELM101 American Sign Language II ELM102 American Sign Language III ELM103 American Sign Language IV ELM104 Introduction to Bilingualism ELN101**</p> <p>Health Sciences: 3 credits <i>Select one of the following courses:</i> Drugs and Behavior SCH 150 Human Sexuality SCH 210 Introductory Nutrition SCD 200</p> <p>Humanities: 6 credits <i>Select two of the following courses:</i> Fundamentals of Speech Communication HUC101 Creative Drama HUC180 Introduction to Intercultural Communication HUN180 Creative Thinking: Theory and Practice HUP103</p> <p>Liberal Arts: 3 credits Humanism, Science and Technology: Liberal Arts Seminar LIB200</p> <p>Library: 1 credit Internet Research Strategies LRC 103</p> <p>Math, Engineering & Computer Science: 3 credits Elementary Statistics I MAT120</p> <p>Natural Sciences: 4 credits <i>Select one of the following courses:</i> Principles of Biology SCB 115 Introduction to Chemistry SCC 205</p> <p>Social Science: 9 credits Introduction to Sociology SSS100 3 Sociology of American Deaf Communities SSS190 3 <i>Select one of the following courses:</i> 3 Themes in American History to 1865 SSH101 Western Civilization from Ancient Times to the Renaissance SSH103 Western Civilization from the Renaissance to Modern Times SSH104 World History from Ancient Times to 1500 SSH105 World History from 1500 to the Present SSH106 General Psychology SSY101</p>
--	--

TYPE OF PROPOSAL	
<input checked="" type="checkbox"/>	PERMANENT
<input type="checkbox"/>	EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

<p>Themes in American History to 1865 SSH101 Western Civilization from Ancient Times to the Renaissance SSH103 Western Civilization from the Renaissance to Modern Times SSH104 World History from Ancient Times to 1500 SSH105 World History from 1500 to the Present SSH106 General Psychology SSY101 Urban Anthropology SSN182** History of Minorities SSN183**</p> <p>Cooperative Education: 5 credits Cooperative Education Preparation HSS 014</p> <p>0 Part-time internship (required for all students)</p> <p>2 Full-time internship (required for all students)</p> <p>3</p> <p>**One elective must be urban study course.</p>	<p>Urban Anthropology SSN182 History of Minorities SSN183</p> <p>Cooperative Education: 5 credits</p> <p>Part-time internship (required for all students) 2 Full-time internship (required for all students) 3</p> <p>**Required urban studies course</p>
TOTAL CREDITS: 60	TOTAL CREDITS: 60

COURSE PROPOSAL FORM

PROPOSING DEPARTMENT:	Social Science
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: (maximum 50 characters and spaces)	Learning & Education:Childhood to Adolescence
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COURSE ABBREVIATION: (maximum 20 characters and spaces)	Learning & Education
---	----------------------

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
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COURSE NUMBER: Contact Registrar's Office for designated course number.	SSY 105
---	---------

CREDITS	3	PER NAME OF	Thomas
PER WEEK:		DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?	
CLASSROOM HOURS		<input type="checkbox"/> YES	
LAB HOURS	0	<input checked="" type="checkbox"/> NO	
STUDENT HOURS	3		
FACULTY HOURS	3		

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input checked="" type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify: Not Applicable

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:
N.A.

URBAN STUDIES
<input type="checkbox"/> YES
<input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES
<input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course examines the principles of child development from birth through adolescence, and explores how cognitive, emotional, physiological and social changes impact learning. The role of culture, family, race, class and environment will serve as the framework for understanding development and the nature of intelligence and its implications for how children learn in school. Students will be taught research and child observation methods and how to apply these tools in diverse educational and community settings.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Students in the AA/BS Program in Childhood Education.

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

None

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All others

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

AA/BS Program Liberal Arts/Childhood Education (with Queens College).

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

N.A.

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	CSE 099		
Writing (e.g., none, ENA099):	----		
Mathematics (e.g., none, MAT096):	none		
ESL (e.g., none, ESL097, ESL098):	----		

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
Eng 101/ ENC 101		

Additional Pre/Pre-Co/Corequisites: Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

N.A.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall I 12 week Session 2010	25

How many times per year will this course be offered?	Estimated # of students per year:
Twice	100

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Provide a rationale for the proposed course or course revisions.
<p>This course provides education majors an opportunity to study developmental processes that are related to and impact learning. The course introduces students to principles of child development, and will show how children's growth and development impact their educational experiences. Students will examine how physical, cognitive, socioemotional and linguistic processes influence learning and intelligence. The course addresses issues of racial and cultural diversity, social class, learning environments, principles of learning and motivation, and classroom strategies that positively impact learning in a variety of environments. This course utilizes a writing intensive model so that students will become more versed in the language, writing and application of skills required of educators. Given the intensive nature of the writing, raising the prerequisites to Eng 101/Enc 101 is deemed necessary.</p>

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Exams I & II	25
Journals	10
Child Observation	15
Oral Presentation	10
Term Paper	20%
Final Exam	20%
TOTAL	100%

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.

This course is designed to assist students majoring in education develop an in-depth understanding about how human development is related to the process of learning and education. This course is a liberal arts course which will fulfill the requirements of schools of education with whom we have an articulation agreement.

Indicate if the course is being developed for a grant. If so, provide relevant details.

Not applicable

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
familiarize..
introduce..
provide the student with..
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Familiarize students with the major theories of development and show the connection to learning and education
2. Instruct students in techniques of child observation
3. Instruct students in research methods that enrich our understanding of learning processes
4. Discuss how physical, cognitive, emotional, and social processes impact child development, education and learning
5. Familiarize students with cultural, racial, gender and class variables impacting learning and instruction
6. Discuss how motivation affects learning and behavior
7. Address how specialized and urban educational environments may impact learning and development
8. Introduce students to issues of aggression and classroom violence and their connection to child development
9. Explore variations in learning styles and how they impact learning and education
10. Introduce students to psychological principles underlying classroom planning and management.

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Describe the key theories of development and link these theories to learning and education
2. Demonstrate the ability to engage in child observation techniques in a written assignment.
3. Write a research paper examining a topic in childhood learning to demonstrate their understanding of research methodology
4. Explain how physical, cognitive, social and emotional changes during the course of childhood impacts the child in their family, school and social environments.
5. Identify racial, cultural, gender and class variables that impact learning and education.
6. Explain how motivation affects learning and behavior.
7. Identify specialized educational environments and describe how they impact learning and development.
8. Discuss the development of childhood aggression and describe how classroom violence impacts learning and education.
9. Identify variations in learning styles and discuss how they affect acquisition of knowledge and learning
10. Name and discuss the major components and techniques of classroom planning and management

INSTRUCTIONAL OBJECTIVES (CONTINUED):

11. Assist students in becoming more informed about the connection between the study of child developmental processes and the field of education
12. Address major problems in education and discuss their connection to child development.
13. Discuss how the family, community and school environments impact development and learning.
14. Introduce special emotional and behavioral conditions of childhood and adolescence that impact learning.

PERFORMANCE OBJECTIVES (CONTINUED):

11. Describe the connection between the study of child development and the educational experience of children.
12. Critically analyze a major problem in education today that is linked to issues of development.
13. Understand and analyze how the family, community and school environments impact the development of children and their ability to learn.
14. Identify special emotional and behavioral conditions of childhood and adolescence that impact learning.

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled “Final Exam.” If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled “Final Exam.”

Week #1: Introduction and Overview: Childhood Development & Learning: A Review of Theoretical Perspectives. (Ch. 1)

Week #2: Methods of Inquiry in Child Development: Developmental Research with Children and Adolescents (Ch. 2)

Week #3: Children’s Physical Development: Implications of Genetic and Environmental Influences on Learning and Development (Ch. 3)

Week #4: How Children Learn: Cognitive Development I: The Theories of Piaget & Vygotsky (Ch. 4)

Week #5: Cognitive Development II: Information Processing Theory & Metacognitive/Cognitive Strategies (Ch. 5)

Week #6: Defining & Measuring Intelligence: Theory, Group Differences and Assessment Techniques (Ch. 6)

Week #7: Language Development & Bilingualism (Ch. 7)

Week #8: Development of Literacy: Reading & Writing (Ch. 8)

Week #9: Personal & Emotional Development: Understanding Attachment & Keys to the Development of a Sense of Self (Ch. 9)

Week #10: Motivation & Self Regulation: Behaviorist, Social-cognitive and Trait Perspectives (Ch. 11)

COURSE OUTLINE: (CONTINUED)

Week #11: Social Understanding & Moral Development: Exploring Diversity & Moral Development in Classroom Environments (Ch. 10)

Week #12: Growing Up in Context: Peer Relationships and the Impact of being reared in Ethnically and Culturally Diverse Backgrounds & Communities (Ch. 14)

Week 13: Final Exam

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

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LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide

ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	McDevitt, T. M. & Ormrod
TITLE:	Child Development and Education
EDITION:	4th
PUBLISHER:	Pearson Education, Inc.
DATE:	2010
ISBN:	13: 978-0-13-815840-8
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Tatum, Beverly Daniel
TITLE:	Why are all the Black Children sitting together in the cafeteria and other
EDITION:	5th
PUBLISHER:	Basic Books
DATE:	2002
ISBN:	0465083617
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Greenwood, G. E., Filmer, H. T., Parkay, F. W.
TITLE:	Educational Psychology Cases
EDITION:	Second
PUBLISHER:	Pearson Prentice Hall
DATE:	2004
ISBN:	0130918466
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Abbeduto, L.
TITLE:	Taking Sides: Clashing Views in Educational Psychology
EDITION:	Fourth
PUBLISHER:	McGraw-Hill
DATE:	2006
ISBN:	0-07-319510-3
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Harrington, R. G & Holub, L.
TITLE:	Taking Sides: Clashing Views on Controversial Issues in Classroom Mgmt
EDITION:	First
PUBLISHER:	McGraw-Hill/Dushkin
DATE:	2006
ISBN:	0-07-352718-1
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Kenneth Peoples
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#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
 (Specify STATUS at the end of each entry.)

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Terry Parker
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
30

INFORMATION LITERACY:
 The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	N.A.
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

None

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	N.A.
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Vanessa M. Bing Ph.D.
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APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Vanessa M. Bing, Ph.D.	Social Science	January 15, 2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Shara Sand, Ph.D.	Social Science	January 15, 2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Shara Sand, Ph.D.	Social Science	Januray 15, 2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Lily Shohat, Ph.D.	Social Science	January 15, 2010

