

# AGENDA

TYPE OF PROPOSAL

## College Senate Meeting

May 12, 2010

Room E-500

2:15 p.m.

- I. **Approval of Minutes --- April 7, 2010, and April 28, 2010**
- II. **Report from the Chairperson**
- III. **Curriculum Committee Report**  
Revised Course Proposals:  
CSE 095, Essentials of Reading I, Department of Communication Skills  
CSE 099, Essentials of Reading II, Department of Communication Skills  
CSE 103, Critical Reading and Academic Literacy, Department of Communication Skills  
CSE 105, Academic Vocabulary, Department of Communication Skills  
New Course Proposals:  
ELC 110, Intensive Chinese 1& 2  
ELH 201, Contemporary Hebrew Literature  
ELJ 110, Intensive Japanese 1&2  
ELR 110, Intensive Elementary Russian 1&2  
ELS 110, Intensive Elementary Spanish 1&2  
ELS 211, Spanish Literature I  
Presented by Prof. John Shean, Chairperson of the Curriculum Committee
- IV. **Discussion of Counseling with Vice President Peter Katopes**
- V. **Discussion of Incomplete Grade Policy**
- VI. **Proposed Bylaws Creating Two New Committees: Budget Committee and Committee of HEO/Alumni/Civil Service Senators**
- VII. **Election of New Student Member of Senate Executive Committee**
- VIII. **Proposed Resolution: Preparing for Discussion of the Strategic Plan**
- IX. **Old Business**
- X. **New Business**
- XI. **Preview of Agenda for Next Meeting**
- XII. **Adjournment**

*Light Refreshments will be served.*

# COURSE PROPOSAL FORM

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

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	Education and Language Acquisition
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
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<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Spanish Literature 2
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<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Spanish Lit 2
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<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELS212
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:

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

<b>LIBERAL ARTS</b>
<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 traces the development of peninsular Spanish literature from Romanticism to the present. Students will learn about the thematic, stylistic and ideological characteristics of representative movements such as romanticismo, realismo, costumbrismo, Generación del 98, Generación del 27, vanguardismo, and pre and post Civil War neorrealismo. Feminist literature will also be considered. The course will include genre theory as it pertains to poetry, drama, the short story, the novel and the essay. In Spanish.

**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 the prerequisites

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

All students not meeting the prerequisites

**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.**

**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.

Placement 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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<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall 1 2010	25

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	50

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course provides an opportunity for students to become acquainted with Peninsular Spanish literary traditions and the socio-cultural factors influencing them.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm exam	25
Final exam	25
Oral presentation	15
Bb Discussions	10
Short Quizzes	25%
<b>TOTAL</b>	<b>100%</b>

**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 the stylistic, thematic and ideological characteristics of representative movements such as romanticismo, realismo, naturalismo, costumbrismo, Generación del 98, Generación del 27, vanguardismo, and pre- and post-Civil War neorealismo.
2. Enable students to define the characteristics of various genres such as poetry, drama, the novel, the short story and the essay.
3. Familiarize students with the works of major representative Spanish authors such as Bécquer, Zorrilla, Pardo Bazán, Unamuno, Valle-Inclán, Azorín, García Lorca, Matute, among others.
4. Enable students to conduct college-level textual analyses of the works read in class discussing point of view, characterization, plot development, structure and narrative techniques.

**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. Explain the stylistic, thematic and ideological characteristics of representative movements such as romanticismo, realismo, naturalismo, costumbrismo, Generación del 98, Generación del 27, vanguardismo, and pre- and post-Civil War neorealismo.
2. Define the characteristics of various genres such as poetry, drama, the novel, the short story and the essay.
3. Interpret the works of major representative Spanish authors such as Bécquer, Zorrilla, Pardo Bazán, Unamuno, Valle-Inclán, Azorín, García Lorca, Matute, among others.
4. Analyze the works read in class discussing point of view, characterization, plot development, structure and narrative techniques.

**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

Romanticism in Spain: the Napoleonic invasion and the influx of French influences.

Romantic ideals and the glorification of the rebel. The search for the "sublime." Espronceda, "Canción del pirata;" Zorrilla, "Don Juan Tenorio."

## Week 2

Zorrilla, "Don Juan Tenorio." The character of Don Juan in Spanish literature and its influence on European letters. Comparison between Tirso de Molina's and Zorrilla's representations of Don Juan.

## Week 3

Costumbrismo: Larra's analyses of Spanish society.

## Week 4

The exotic and escapist aspects of Romanticism: Bécquer, "Rimas y leyendas."

## Week 5

Strains of realismo: Pardo Bazán, Clarín

## Week 6

Realism: Galdos

## MIDTERM

## Week 7

Representative authors from the Generación del 98: Pío Baroja, Unamuno, Valle-Inclán

**COURSE OUTLINE: (CONTINUED)**

Week 8

Introduction to the essays of Ortega y Gasset:  
Selections from "La deshumanización del arte."

Week 9

Poetry from Generación del 27: Jiménez, García  
Lorca.

Week 10

Poetry from Generación del 27: Aleixandre,  
Cernuda

Week 11

Narrative fiction: Cela and Sender.

Week 12

Feminist fiction from the post-Civil War to the  
present: LaForet, Matute, Puértolas, García  
Morales, Pedrero, Tusquets.

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):	Francisca Paredes-Mendez, Mark Harping, José Ballesteros
TITLE:	Voces de España: Antología literaria
EDITION:	1st
PUBLISHER:	Heinle and Heinle
DATE:	2005
ISBN:	9780759396661
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):	Foster, David William
TITLE:	Spanish Literature. 3 vols.
EDITION:	
PUBLISHER:	Garland Press
DATE:	2001
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Mujica, Bárbara
TITLE:	Milenio: mil años de literatura española
EDITION:	
PUBLISHER:	Wiley
DATE:	2001
ISBN:	0471241121
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Amell, Samuel
TITLE:	The Contemporary Spanish Novel: An Annotated, Critical Bibliography
EDITION:	
PUBLISHER:	Greenwood Press
DATE:	1996
ISBN:	
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):	Sánchez Romeralo, Antonio and Fernando Ibarra
TITLE:	Antología de autores españoles: antiguos y modernos, v. 2
EDITION:	
PUBLISHER:	Prentice-Hall
DATE:	1972-1995
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	Rodríguez, Rodney
TITLE:	Momentos de las literaturas hispánicas: Introducción al análisis literario
EDITION:	
PUBLISHER:	Prentice-Hall
DATE:	2003
ISBN:	0131401327
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:	Hispania
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	PMLA
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" 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:	Don Juan Tenorio
DISTRIBUTOR	Films for the Humanities
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" 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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
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<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
25

**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.

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

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<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
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<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Ana María Hernández
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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.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Ana María Hernández	Education and Language Acquisition	October 14, 2009

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Laurie Gluck	Education and Language Acquisition	October 14, 2009

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Laurie Gluck	Education and Language Acquisition	October 14, 2007

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jack Gantzer	Education and Language Acquisition	October 14, 2007

# 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

<b>PROPOSING DEPARTMENT:</b>	Education and Language Acquisition
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
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<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Contemporary Hebrew Literature
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<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Cont Hebrew Lit
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<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELH201
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:

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

<b>LIBERAL ARTS</b>
<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 literature written in modern Hebrew and the culture of Israel. Its goal is to familiarize students with an author, a genre or a theme and to explore the socio-cultural milieu in which it developed. This course is taught in modern Hebrew.

**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
<b>Reading (e.g., none, CSE095):</b>			
<b>Writing (e.g., none, ENA099):</b>			
<b>Mathematics (e.g., none, MAT096):</b>			
<b>ESL (e.g., none, ESL097, ESL098):</b>			

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

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

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course familiarizes students with the literature written in modern Hebrew since the creation of the State of Israel. It also provides an opportunity to further develop reading and writing fluency in modern Hebrew within a literary and cultural context.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Essays (2 @ 10 points each)	20
Final exam	30
Oral presentation	15
Quizzes (3 @ 5 points each)	15
In-class work	20
<b>TOTAL</b>	<b>100%</b>

**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 modern Hebrew from 1948 to present.
2. Provide students with opportunities to strengthen their reading comprehension of texts written in modern Hebrew.
3. Familiarize students with the characteristics of contemporary Hebrew literature.
4. Provide students with opportunities to familiarize themselves with socio-cultural trends contemporary Israeli society .
5. Enable students to write essays analyzing literary elements of contemporary Hebrew 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 Hebrew literature.
2. Increase their ability to read and comprehend literary texts written in modern Hebrew.
3. Identify and discuss the main characteristics of contemporary Hebrew literature.
4. Explain salient features of contemporary socio-cultural trends in contemporary Israeli society.
5. Write essays analyzing literary elements of contemporary Hebrew 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 modern Hebrew literature since 1948  
War and Peace: The Six-Day War  
Itzhak Ben-Ner, "Atalia" (film)

Week 2

War and Peace: The Lebanon War  
Ari Folman, "Waltz with Bashir" (film)  
Amir Gilboa, "Sheva Reshuyot"  
Quiz #1

Week 3

Generational Conflicts  
Yehuda Amichai, "In this Terrible Wind" and  
"The Hour of Grace"

Week 4

Generational Conflicts  
Ephraim Kishon, "The Seasick Whale"  
Essay # 1 Draft

Week 5

Generational Conflicts  
Ephraim Kishon, "The Seasick Whale"  
Essay #1

Week 6

Struggle for Faith  
Amos Oz, "My Michael"

Week 7

Struggle for Faith  
Amos Oz, "My Michael" and "Waiting"  
Quiz #2

**COURSE OUTLINE: (CONTINUED)**

Week 8

Victims of the Holocaust

Moshe Flinker, "Moshe's Dairy"

Week 9

Child Survivors of the Holocaust

Aharon Applefeld, "Bertha"

Quiz #3

Week 10

Second Generation of Holocaust Survivors

Rivka Miriam, "My Yellow Shirt," "My Dead Fathers," & "Infinity"

Essay # 2 Draft

Week 11

Women's Issues

Rachel, "Nevo" and "Will you hear my voice?"

Essay #2

Week 12

General review and highlights of contemporary Hebrew literature

Week 13

Final Examination

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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).**

<b>#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Amichai, Yehuda
TITLE:	Poems of Jerusalem (Bilingual Edition)
EDITION:	
PUBLISHER:	Independent Literary Publisher's
DATE:	1992
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Raab, Ester
TITLE:	Tefilah Aharonah
EDITION:	
PUBLISHER:	Am'oved
DATE:	1972
ISBN:	
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

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Shaked Gershon
TITLE:	Modern Hebrew Literature, Vols. 1, 2, 3
EDITION:	
PUBLISHER:	Toby Press
DATE:	2005
ISBN:	10-1592641326
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 (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)**

Louise Fluk



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

TITLE:	Atalia
DISTRIBUTOR	Jerusalem Captital Studios, Ltd.
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Waltz with Bashir
DISTRIBUTOR	Amazon.com
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	The Dreamer
DISTRIBUTOR	Wo/Mandan.com
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	My Michael
DISTRIBUTOR	Wo/Mandan.com
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

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

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	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.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Max Rodriguez	Education and Language Acquisition	February 11, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wen Juan Fan	Education and Language Acquisition	February 11, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wen Juan Fan	Education and Language Acquisition	February 11, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jack Gantzer	Education and Language Acquisition	February 11, 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

<b>PROPOSING DEPARTMENT:</b>	Communication Skills
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
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<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Academic Vocabulary
--	---------------------

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Academic Vocabulary
---	---------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	CSE 105
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

<b>COURSE STATUS:</b>	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
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<b>CREDITS</b>	3.0
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	3.0
<b>LAB HOURS</b>	0.0
<b>STUDENT HOURS</b>	3.0
<b>FACULTY HOURS</b>	3.0

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

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

<b>IF THE CLASSROOM HOURS &amp; THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:</b>

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

<b>LIBERAL ARTS</b>
<input type="checkbox"/> YES <input checked="" 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 introduces students to methods of expanding their vocabulary, from contextual readings to conceptual frameworks. The development of modern English is studied to explain the state of current vocabulary. Subject area dictionaries, Greek and Latin word elements and meanings derived from context are explored. Special consideration is given to introducing the students to the vocabulary essential to their major area of study.

**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)

None

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

Students not meeting the pre/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.**

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.

--

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

**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.

--

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

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
8	200

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

<b>Provide a rationale for the proposed course or course revisions.</b>
The proposed revisions more accurately reflect the way the course has been taught as well as recent developments in the field.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm Exam	25
Final Exam (based on textbook)	25
Library Projects(3)@ 10% each	30
Final Exam (based on Projects)	20
<b>TOTAL</b>	<b>100%</b>

**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:

- Familiarize students with the development of the English language
- Introduce students to idiomatic expressions
- Introduce students to the use of Greek and Latin prefixes and suffixes
- Introduce students to the use of etymologies as a tool to increasing word base
- Enable students to use word order and word predictability as a tool to learning vocabulary
- Familiarize students with the language of college textbooks; introduce them to the use of signal words, qualifiers and transitions
- Introduce students to general academic vocabulary and to discipline-specific terminology

**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:

- Explain the development of the English language
- Interpret idiomatic expressions
- Identify Greek and Latin roots
- Draw from knowledge of word order and word predictability to learn vocabulary
- Explain etymologies
- Identify the language of college textbooks and the use of signal words
- Explain the differences between general academic vocabulary and discipline-specific terminology

**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 One**

Introduction to course, goals and objectives  
How word meaning arises in a socio-cultural and temporal context

**Week Two**

Iconic languages vs. alphabetic and the impact on pronunciation and printed form  
Greek and Latin roots; Old English roots  
Word history - change over time (the OED)

**Week Three**

Word order and word predictability in English as a vocabulary learning strategy  
Library Assignment - using resources to build vocabulary in your majors

**Week Four**

General academic vocabulary versus discipline-specific terminology  
First Library Report

**Week Five**

Idiomatic Expressions  
Word choice as a carrier of bias and tone

**Week Six**

The language of textbooks and the academic (signal words, hedge words and transitions).  
Midterm Exam

**COURSE OUTLINE: (CONTINUED)**

Week Seven

Media words -newspapers, periodicals, journals, television, Internet, radio

Week Eight

From the New York Post to the New York Review of Books - building vocabulary through focus on common and predictable ideas and contexts

Second Library Report

Week Nine

General academic vocabulary versus discipline specific terminology revisited

Week Ten

Third Library Report

Concepts and vocabulary in the disciplines

Week Eleven

Idiomatic expressions and common literary and historical allusions

Week Twelve

Review for class final Exam

Review for discipline-specific final

Week Thirteen

Class Final Exam

Library-report Final

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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).**

<b>#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Hennings, Dorothy G.
TITLE:	Vocabulary Growth: Strategies for College Word
EDITION:	2001
PUBLISHER:	Prentice-Hall, Inc
DATE:	
ISBN:	0-13-022326-3
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Olsen, Amy E.
TITLE:	Academic Vocabulary: Academic Words
EDITION:	2005
PUBLISHER:	
DATE:	
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

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Richek, Margaret
TITLE:	The World of Words
EDITION:	8th
PUBLISHER:	Houghton Mifflin
DATE:	2008
ISBN:	978-0-495-90112-9
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Brooker, Christine
TITLE:	Mosby Nurse's Pocket Dictionary
EDITION:	32nd
PUBLISHER:	Elsevier Science
DATE:	
ISBN:	9780323039437
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Siegel, Joel G.
TITLE:	Dictionary of Accounting Terms
EDITION:	4th
PUBLISHER:	Barron's
DATE:	2000
ISBN:	9780764128985
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):	Shim, Jae K.
TITLE:	Dictionary of Business
EDITION:	2006
PUBLISHER:	Thomson
DATE:	
ISBN:	9780324205459
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	Rosenthal, Howard
TITLE:	Human Services Dictionary
EDITION:	2003
PUBLISHER:	Taylor & Francis, Inc.
DATE:	
ISBN:	9781583913741
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
AUTHOR(S):	Laplante, Phillip
TITLE:	Dictionary of Computer Science, Engineering and Technology
EDITION:	1st
PUBLISHER:	CRC Press
DATE:	2001
ISBN:	9780849326912
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" 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)	
Steven Ovadia	



**#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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
28

**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.

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Steven Ovadia
---	---------------

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Xiwu Feng
---	-----------

**TYPE OF PROPOSAL**

**APPROVAL PAGE:**

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

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Xiwu Feng	Communication Skills	February 17, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jose Fabara	Communication Skills	February 17, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Evelyn Burg	Communication Skills	February 17, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Arthur Lau	Communication Skills	February 17, 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

<b>PROPOSING DEPARTMENT:</b>	Communication Skills
------------------------------	----------------------

<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	none
--	------

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Essentials of Reading II
--	--------------------------

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Reading II
---	------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	CSE 099
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	0.0
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	4.0
<b>LAB HOURS</b>	0.5
<b>STUDENT HOURS</b>	4.5
<b>FACULTY HOURS</b>	4.0

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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 checked="" 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 checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES
<input checked="" type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input checked="" 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:

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

<b>LIBERAL ARTS</b>
<input type="checkbox"/> YES <input checked="" 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 reinforces reading and study strategies applied to advanced college-level texts. Emphasis is on exposition and argument as well as narrative. Elements of critical reading are introduced. Standardized reading test strategies are focal points in preparation for general reading proficiency exams. The process of reading is explained and experienced using student's own self-monitoring strategies. Critical reading of one or more full-length texts is required.

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

Students whose scores on the Reading ACT exam are between 55 and 69.

**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)

Students not meeting the requirements.

**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.

--

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
<b>Reading (e.g., none, CSE095):</b>	CSE 095		
<b>Writing (e.g., none, ENA099):</b>	None		
<b>Mathematics (e.g., none, MAT096):</b>	None		
<b>ESL (e.g., none, ESL097, ESL098):</b>	None		

**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.

--

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Spring 1 2011	28

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
4	2000

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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course was last revised in 1996; since then there have been changes in pedagogy, standardized testing and technology. The revisions incorporate updated instructional and performance objectives.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Summaries	25%
Midterm-Exam	25%
Quizzes, Lab Work	10
Final Exam	20%
Summary Final	20%
<b>TOTAL</b>	<b>100%</b>

**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:

- Familiarize students with background knowledge needed to understand course content and class objectives.
- Provide guidelines for independent textual analysis
- Introduce critical reading strategies such as determining the author's purpose, tone, bias and expertise as well as rhetorical forms
- Familiarize students with standardized test-taking strategies
- Enable students to analyze, categorize, summarize and interpret a series of related news stories, articles or essays and put them in a meaningful context
- Assist students in the comprehension and interpretation of one narrative work of fiction or non-fiction other than the course textbook

**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:

- Demonstrate increased background knowledge related to course themes
- Analyze text independently
- Will use appropriately varied reading strategies to determine authorial intent and chosen rhetorical form
- Demonstrate knowledge of standardized reading test strategies
- Analyze, categorize, summarize, and interpret a series of related news stories, articles, or essays and put them in a meaningful context
- Synthesize and interpret a work of fiction or non-fiction, by discussing and debating major events, characters and plot summary

**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 One**

Course overview, class policies, diagnostic exams, self-evaluation of reading strengths and weaknesses; introduction to department's Reading Comprehension Program for ACT test

**Week Two**

Previewing and vocabulary acquisition strategies, reading exposition and acquiring background knowledge

**Week Three**

New York Times assignments; summary writing: identifying main ideas and supporting evidence; paraphrasing and underlining techniques; ACT resources online

**Week Four**

Reading exposition continued; identifying, synthesizing and evaluating arguments

**Week Five**

Discussion of narrative and argument; author's purpose, bias and tone; denotation and connotation; figurative and literal meanings

**Week Six**

Test-taking strategies; understanding and preparing for different types of exams, essays and multiple choice questions; Midterm exam review

**Week Seven**

Midterm exam: scores and self-analysis; introduction to end of the semester project based on narrative, exposition or argument

**COURSE OUTLINE: (CONTINUED)**

**Week Eight**

Fact and opinion; stated and implied levels of meanings

**Week Nine**

Introduction to standardized reading tests; test structure, types of reading, multiple choice questions, process of elimination

**Week Ten**

Critical reading and interpretation; going beyond the text

**Week Eleven**

Developing a critical lens; reading and responding critically to text

**Week Twelve**

Review for departmental and class examinations; review of effective test-taking strategies for ACT exam

**Week Thirteen**

Final Exams; conferences

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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).**

<b>#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Ira Epstein and Ernest Nieratka
TITLE:	The Proficient Reader
EDITION:	Third Edition
PUBLISHER:	Houghton Mifflin
DATE:	
ISBN:	0-395-87794-6
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Mary Fjeldstad
TITLE:	The Thoughtful Reader
EDITION:	Fifth Edition
PUBLISHER:	Thomson Wadsworth
DATE:	
ISBN:	1-4130-0941-7
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

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)</b>	
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 (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

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:	The New York Times
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	The Wall Street Journal
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	The New Yorker
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" 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)**

Steven Ovadia



**#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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
28

**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.

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Steven Ovadia
---	---------------

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

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<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	William Kurzyna Adhiambo Okomba
---	------------------------------------

**TYPE OF PROPOSAL**

**APPROVAL PAGE:**

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

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Adhiambo Okomba, William Kurzyna	Communication Skills	February 17, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jose Fabara	Communication Skills	February 17, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Evelyn Burg	Communication Skills	February 17, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Arthur Lau	Communication Skills	February 17, 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

<b>PROPOSING DEPARTMENT:</b>	Communication Skills
------------------------------	----------------------

<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	None
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<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Essentials of Reading 1
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<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Reading 1
---	-----------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	CSE095
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	4.5
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	4.0
<b>LAB HOURS</b>	.5
<b>STUDENT HOURS</b>	4.5
<b>FACULTY HOURS</b>	4.0

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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 checked="" 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 checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES
<input checked="" type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input checked="" type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input checked="" 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:
This is a basic skills class.

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

<b>LIBERAL ARTS</b>
<input type="checkbox"/> YES <input checked="" 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 develops students' critical reading and studying skills. Literal and inferential levels of comprehension of college-level reading materials will be developed through the use of reading strategies, vocabulary exercises and class discussions. Students will be exposed to a wide variety of readings from the academic disciplines, thereby acquiring fundamental background knowledge needed to read proficiently at the college level. Students will read both exposition and a full-length narrative.

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

Students whose scores on the Reading ACT exam are between 18 and 54.

**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)

Students not meeting the requirements.

**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.

--

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

**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.**

--

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

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
4	2000

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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course was last revised in 1996; since then, there have been changes in pedagogy, standardized testing and technology. The revisions incorporate updated instructional and performance objectives.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm Exam	20%
Quizzes	15%
Summaries & Class Assignments	25%
Final Exam	20%
Departmental Summary Final	10%
Lab	10%
<b>TOTAL</b>	<b>100%</b>

**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:

- Enable students to analyze strengths and wakenesses in their reading techniques.
- Enable students to recognize author’s tone and intent by the use of guided study questions.
- Familiarize students with meta-cognitive processes involved in reading.
- Introduce students to various study strategies, such as previewing and marking a text, leading to more proficient reading of college-level materials.
- Introduce standardized test-taking strategies.
- Reinforce habitual reading as a way to acquire academic background knowledge, information and the academic vocabulary needed to understand readings in the disciplines.
- Explain critical reading and study strategies.
- Introduce students to summary writing.

**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:

- Analyze areas of weakness and strength in their reading techniques.
- Recognize author’s tone and intent by using guided study questions.
- Identify meta-cognitive processes involved in reading.
- Define and make use of various study strategies leading to more proficient reading comprehension of college-level materials.
- Use various standardized test-taking strategies
- Draw from extensive academic readings and vocabulary to better understand passages in college-level disciplinary readings.
- Use various critical reading and study strategies.
- Write summaries.

**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 One**

Analyze areas of strength and weakness of student reading abilities; overview of syllabus and course requirements; discussion of reading strategies; explanation and discussion of newspaper summary assignment; summary writing

**Week Two**

First newspaper assignment due  
Preview exercises using guide questions; enable students to predict the meanings of unfamiliar words by using context; enable students to find the main idea and significant details in a reading selection; strategies for reading narrative; introduction to narrative book chosen for course  
Quiz

**Week Three**

Second newspaper assignment due.  
Marking a text: Exercises in annotating and underlining text; demonstrate dictionary use for distinguishing multiple meanings of words; strategies for reading exposition; recognizing key question words.  
Quiz

**Week Four**

Third newspaper assignment due.  
Recognizing author's tone and intent; standardized test taking strategy: detail question type

**Week Five**

Fourth newspaper assignment due  
Introduce students to use of the library and media center for research

**COURSE OUTLINE: (CONTINUED)**

--

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

<p>Week Six Fifth newspaper assignment due Strategies to recognize literal and inferential meanings Midterm exam</p> <p>Week Seven Sixth newspaper assignment due Listening and note taking skills Graphic organizers Discussion of narrative book Standardized test taking strategies: not/except question type Midterm results reviewed</p> <p>Week Eight Seventh newspaper assignment due Paraphrasing; subject specific allusions Standardized test taking strategy: vocabulary in context question type</p> <p>Week Nine Eighth newspaper assignment due Standardized test taking strategy: inference question type Group discussion of narrative book. Quiz</p> <p>Week Ten Ninth newspaper assignment due Standardized test taking strategy: cause and effect question type</p> <p>Week Eleven Tenth newspaper assignment due Standardized test taking strategy: main idea question type Graphic organizers</p> <p>Week Twelve Review for Departmental Summary Final Exam Review for Course Final Exam</p>	
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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):	Evering, Fabara, Kittler, Nieratka and Saul
TITLE:	College Knowledge and Reading Strategy
EDITION:	4 <sup>th</sup> Edition
PUBLISHER:	Pearson
DATE:	2009
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	John Langan
TITLE:	Ten Steps to Improving College Reading Skills
EDITION:	5 <sup>th</sup> Edition
PUBLISHER:	Townsend Press
DATE:	2008
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

**#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (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 (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)**

Steven Ovadia



**#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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
28

**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.

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Steven Ovadia
---	---------------

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Ernest Nieratka
---	-----------------

**TYPE OF PROPOSAL**

**APPROVAL PAGE:**

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

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Ernest Nieratka	Communication Skills	February 17, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jose Fabara	Communication Skills	February 17, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Evelyn Burg	Communication Skills	February 17, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Arthur Lau	Communication Skills	February 17, 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

<b>PROPOSING DEPARTMENT:</b>	Communication Skills
------------------------------	----------------------

<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
--	--

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Critical Reading and Academic Literacy
--	--

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Critical Reading
---	------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	CSE 103
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas F. Murasso

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

<b>CREDITS</b>	3.0
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	3.0
<b>LAB HOURS</b>	0.0
<b>STUDENT HOURS</b>	3.0
<b>FACULTY HOURS</b>	3.0

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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 checked="" type="checkbox"/> TITLE CHANGE
<input checked="" 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 checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES
<input checked="" type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input checked="" 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:

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

<b>LIBERAL ARTS</b>
<input type="checkbox"/> YES <input checked="" 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 designed for students who want to develop sophisticated analytical skills for critical reading. It aims to develop proficiency in higher levels of reading and thinking - analysis, inference and evaluation. Through intensive reading and analysis from the various academic disciplines, students will be able to process and organize complex concepts. The course will have an ePortfolio component comprised of written assignments developed throughout the semester.

**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 the pre/corequisites

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

All students not meeting the pre/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.**

**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
<b>Reading (e.g., none, CSE095):</b>	CSE 099		
<b>Writing (e.g., none, ENA099):</b>		ENA/ENG/ESA099	
<b>Mathematics (e.g., none, MAT096):</b>		MAT 095	
<b>ESL (e.g., none, ESL097, ESL098):</b>			

**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.

--

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

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
8	200

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

<b>Provide a rationale for the proposed course or course revisions.</b>
The course has been revised to reflect the need for more extensive critical reading practice for students who have placed out or have completed the developmental reading sequence. An ePortfolio component has been added.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm	20%
Final Exam	20%
Analytical essays and summaries	20%
Term Project	20%
Blackboard discussion board	10%
ePortfolio work	10%
<b>TOTAL</b>	<b>100%</b>

**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:

- Enable students to assess strengths and weaknesses in their reading techniques.
- Familiarize students with meta-cognitive processes involved in reading comprehension.
- Introduce students to various study strategies to improve performance on exams.
- Recognize and understand key concepts current in academic disciplines.
- Introduce and explain academic vocabulary needed to understand readings in the disciplines.
- Reinforce effective critical reading and study strategies.
- Improve students' quantitative graphic literacy.
- Introduce and provide support for student ePortfolio.

**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:

- Assess areas of weakness and strength in their reading techniques.
- Identify meta-cognitive processes involved in reading comprehension.
- Define and make use of various study strategies for improved performance on exams.
- Define and interpret primary concepts in the disciplines.
- Draw from extensive and ongoing academic readings and vocabulary to better understand passages in readings in the disciplines.
- Use various reading and study strategies, such as outlining, identifying main arguments, and evaluating evidence.
- Analyze and interpret quantitative graphic information.
- Prepare individual ePortfolio documents.

**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: Course overview and requirements, exams and projects; becoming a critical reader; Self-assessment of reading strengths and weaknesses

Week 2: How to read critically; journal logs; annotating  
Readings: Humanities

Week 3: How to read critically; outlining; Introduction to ePortfolio

Week 4: How to read critically; conceptual lexicon; identifying and understanding structure and logic in expository writing

Week 5  
Evaluating arguments; historical and social contexts; questions of culture and perspective

Week 6  
Introduction to critical evaluation and responses of arguments; validity of critical responses

Week 7  
Midterm Exam

Week 8  
Readings in the disciplines: natural sciences  
The basic language of science; vocabulary strategies within conceptual frameworks

Week 9  
Scientific development; historical and social contexts

**COURSE OUTLINE: (CONTINUED)**

Week 10: Science and technology; scientific discoveries and technological development; process and application

Week 11: Scientific literacy; the ethics of scientific advancement; ePortfolio completed

Week 12: Self-assessment of reading strengths and weaknesses revisited; Final Exam overview

Week 13: Final exam/project/ePortfolio

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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):	Nancy R. Comley et. al.
TITLE:	Fields of Reading: Motives for Writing.
EDITION:	Eighth
PUBLISHER:	Bedford/St. Martin's Press
DATE:	2006
ISBN:	0312446934
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Lee A. Jacobus
TITLE:	A World of Ideas: Essential Reading for College Writers
EDITION:	8th
PUBLISHER:	St. Martin's Press
DATE:	2010
ISBN:	0312434448
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Hirschberg & Hirschberg
TITLE:	The Millennium Reader
EDITION:	Fifth Edition
PUBLISHER:	Pearson Prentice Hall
DATE:	2008
ISBN:	13-987-0-13-601740-0
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Rottenberg and Winchell
TITLE:	The Structure of Argument
EDITION:	Sixth Edition
PUBLISHER:	Bedford/St. Martin's
DATE:	2010
ISBN:	0-312-45378-7
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 (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

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:	The New York Times
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	The New York Review of Books
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	The New Yorker
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input checked="" 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

<b>TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)</b>	Steven Ovadia
--	---------------



**#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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

<b>Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.</b>
28

**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.

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Steven Ovadia
---	---------------

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Evelyn Burg
---	-------------

**TYPE OF PROPOSAL**

**APPROVAL PAGE:**

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

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Evelyn Burg	Communications Skills	February 9, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jose Fabara	Communications Skills	February 9, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Evelyn Burg	Communications Skills	February 9, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Arthur Lau	Communications Skills	February 9, 2010

# COURSE PROPOSAL FORM

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

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	ELA
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
--	--

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Intensive Elementary Russian 1 & 2
--	------------------------------------

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Int. Russian 1 & 2
---	--------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELR110
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	6
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	6
<b>LAB HOURS</b>	2
<b>STUDENT HOURS</b>	8
<b>FACULTY HOURS</b>	6

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:
Laboratory hours are led by tutors.

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

<b>LIBERAL ARTS</b>
<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 is an intensive course for beginners using a communicative approach to develop conversational skills and provide the student with a foundation in Russian grammar, pronunciation, vocabulary, and familiarity with the culture of Russian-speaking peoples. The Cyrillic alphabet will be introduced from the onset. This course is equivalent to ELR101-102, and it is closed to native or heritage speakers of Russian.

**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 prerequisites

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

Native or heritage speakers of Russian and students not meeting prerequisites

**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.**

ELR101-ELR102

**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):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):		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
None		

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

--

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall 1 2010	21

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	42

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course merges the content of ELR101 and ELR102. It provides an opportunity for students to become acquainted with the Russian language and the cultures of Russian-speaking peoples within a socio-cultural context.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Class participation	10
Final exam	30
Quizzes (6 @ 5 pts. each)	30
Written homework assignments	30
<b>TOTAL</b>	<b>100%</b>

**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. Enable students to carry on a conversation in Russian on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Familiarize students with the Cyrillic alphabet.
3. Enable students to understand Russian when spoken by a native speaker in a controlled situation.
4. Enable students to read graded texts in Russian within the topical outline of the course.
5. Enable students to write short paragraphs demonstrating control of idiomatic Russian.
6. Familiarize students with issues of contemporary Russian life and culture.

**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. Carry on a conversation in Russian on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Demonstrate command of the Cyrillic alphabet
3. Understand a native speaker of Russian in a controlled situation.
4. Read graded texts in Russian within the topical outline of the course.
5. Write short paragraphs demonstrating control of idiomatic Russian.
6. Discuss orally and in writing issues of contemporary Russian life and culture.

**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

The Russian alphabet and sound system

Week 2

Greetings and introductions

Week 3

Naming common objects

Week 4

Talking about languages and nationalities

Week 5

Talking about one's academic studies

Week 6

Talking about daily activities and schedules

Week 7

Talking about homes, rooms, and furnishings

MIDTERM EXAM

Week 8

Talking about family members

Week 9

Making simple purchases

Week 10

Preparing a meal and reading menus

Week 11

Talking more about one's family

Week 12 Course Review

**COURSE OUTLINE: (CONTINUED)**

Week 13  
FINAL EXAM

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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).**

<b>#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Robin, Evans-Romaine, Shatalina, and Robin
TITLE:	Golosa: A Basic Course in Russian, Book 1
EDITION:	4 <sup>th</sup> / ed.
PUBLISHER:	Pearson/Prentice Hall
DATE:	2007
ISBN:	10-0-131-98628-7
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

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Robin, Evans-Romaine, Shatalina, and Robin
TITLE:	Golosa: A Basic Course in Russian, Book 1 Student Activity Manual
EDITION:	4th/ed.
PUBLISHER:	Pearson/Prentice Hall
DATE:	2007
ISBN:	10-0--131-98629-5
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Robin, Evans-Romaine, Shatalina, and Robin
TITLE:	Golosa: A Basic Course in Russian, Book 1 Audioprogram CD
EDITION:	4 <sup>th</sup> /ed.
PUBLISHER:	Pearson/Prentice Hall
DATE:	2007
ISBN:	10-0-132-27140-0
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

<b>TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)</b>	Louise Fluk
--	-------------



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

TITLE:	Burnt by the Sun
DISTRIBUTOR	Sony Pictures Classics
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Modern Russian Culture
DISTRIBUTOR	Lexicon Bridge Publisher
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" 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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

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

**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.

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

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<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Kenneth J. Yin 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.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Kenneth J. Yin	ELA	3/25/2010
Max Rodriguez	ELA	3/25/2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wen Juan Fan	ELA	3/25/2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wen Juan Fan	ELA	3/25/2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jack Gantzer	ELA	3/25/2010

# COURSE PROPOSAL FORM

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

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	Education and Language Acquisition
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
--	--

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Intensive Elementary Chinese 1 & 2
--	------------------------------------

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Int. Chinese 1 & 2
---	--------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELC110
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	6
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	6
<b>LAB HOURS</b>	2
<b>STUDENT HOURS</b>	8
<b>FACULTY HOURS</b>	6

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:

<b>IF THE CLASSROOM HOURS &amp; THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:</b>
Laboratory hours are led by tutors.

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

<b>LIBERAL ARTS</b>
<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 intensive course for beginners using a communicative approach to develop conversational skills and provide the student with a foundation in Chinese grammar, pronunciation, vocabulary, and familiarity with the culture of Chinese-speaking people. This course is equivalent to ELC101-102, and it is closed to native or heritage speakers of 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-requisites

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

Native or heritage speakers of Chinese and students not meeting pre-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.

--

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

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

--

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall 1 2010	21

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	42

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course merges the content of ELC101 and ELC102. It provides an opportunity for students to become acquainted with the Chinese (Mandarin) language and the cultures of Chinese-speaking peoples within a socio-cultural context.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm exam	25
Final exam	30
Oral presentation	20
Quizzes (3 @ 5 points each)	15
Class work	10
<b>TOTAL</b>	<b>100%</b>

**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. Enable students to carry on a conversation in Chinese on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Enable students to understand Chinese when spoken by a native speaker in a controlled situation.
3. Enable students to read graded texts in Chinese within the topical outline of the course.
4. Enable students to write short paragraphs demonstrating control of idiomatic Chinese.
5. Introduce students to the writing system in Chinese
6. Familiarize students with issues of contemporary Chinese life and culture.

**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. Carry on a conversation in Chinese on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Understand a native speaker of Chinese in a controlled situation.
3. Read graded texts in Chinese within the topical outline of the course.
4. Write short paragraphs demonstrating control of idiomatic Chinese.
5. Utilize the writing systems in Chinese.
6. Discuss orally and in writing issues of contemporary Chinese life and culture.

**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 to the Chinese sound system and the Hanyu Pinyin system of Romanization

## Week 2

Greetings, formal and informal forms of address  
Interrogative form

## Week 3

Family members, kinship, personality types

## Week 4

Time expressions, dates, days of the week, months of the year  
Verbs of action

## Week 5

Entertainment, hobbies, leisure activities, daily activities

## Week 6

Friendship, friends, informal address re-visited, relationship outside the family  
Midterm exam

## Week 7

Making appointments  
Manner markers

## Week 8

Studying Chinese, school and university settings

## Week 9

Student life, subjects of study

**COURSE OUTLINE: (CONTINUED)**

Week 10

Shopping, markets and supermarkets, pricing,  
money, number 1-100

Week 11

Transportation

Week 12

Chinese regional cuisine, food expressions.  
Course Review

Week 13

Final Exam

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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):	Tao-Chung and Yuehua Liu
TITLE:	Integrated Chinese: Level 1/ Part 1 Simplified Character Edition
EDITION:	
PUBLISHER:	Cheng & Tsui
DATE:	2005
ISBN:	13-0978-887275333
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Tao-chung Yao and Yuehua Liu
TITLE:	Integrated Chinese, Level 1/Part 1, Traditional and Simplified Character Edition, Character Workbook
EDITION:	
PUBLISHER:	Cheng & Tsui
DATE:	2005
ISBN:	13-978887274381
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: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Tao-chung Yao and Yuehua Liu
TITLE:	Integrated Chinese, Level 1/Part 1, Simplified Character Edition: Workbook
EDITION:	2nd
PUBLISHER:	Cheng & Tsui
DATE:	2007
ISBN:	978-0887274623
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Tao-chung Yao and Yuehua Liu
TITLE:	Integrated Chinese, Level 1/Part 1, Audio CDs,
EDITION:	2nd
PUBLISHER:	Cheng & Tsui
DATE:	2005
ISBN:	10-978-0887274671
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 (Continued)**  
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Dingbo Wu
TITLE:	Handbook of Chinese Popular Culture
EDITION:	Greenwood Press
PUBLISHER:	
DATE:	1994
ISBN:	
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	Jacqueline M. Newman
TITLE:	Food and culture in China
EDITION:	
PUBLISHER:	Greenwood Press
DATE:	2004
ISBN:	
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



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

TITLE:	Performing arts in China the opera
DISTRIBUTOR	A-FM Recordings
STATUS: (CHECK ONE)	<input checked="" 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
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

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

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Louise Fluk
---	-------------

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Kenneth J. Yin 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.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Kenneth J. Yin Max Rodriguez	Education and Language Acquisition	April 5, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Agnieszka Rakowicz	Education and Language Acquisition	April 5, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Agnieszka Rakowicz	Education and Language Acquisition	April 5, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jack Gantzer	Education and Language Acquisition	April 5, 2010

# COURSE PROPOSAL FORM

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

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	Education and Language Acquisition
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
--	--

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Intensive Elementary Japanese 1 & 2
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<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Int. Japanese 1 & 2
---	---------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELJ110
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	6
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	6
<b>LAB HOURS</b>	2
<b>STUDENT HOURS</b>	8
<b>FACULTY HOURS</b>	6

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:
Laboratory hours are led by tutors.

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

<b>LIBERAL ARTS</b>
<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 intensive course for beginners using a communicative approach to develop conversational skills and provide the student with a foundation in Japanese grammar, pronunciation, vocabulary, and familiarity with the culture of Japanese-speaking people. This course is equivalent to ELJ101-102, and it is closed to native or heritage speakers of Japanese.

**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)

Native or heritage speakers of Japanese and students not meeting pre- 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.

--

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

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

--

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall 1 2010	21

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	42

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course merges the content of ELJ101 and ELJ102. It provides an opportunity for students to become acquainted with the Japanese language and the culture of Japanese-speaking people within a socio-cultural context.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm exam	25
Final exam	30
Oral presentation	20
Quizzes (3 @ 5 points each)	15
Class work	10
<b>TOTAL</b>	<b>100%</b>

**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. Enable students to carry on a conversation in Japanese on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Enable students to understand Japanese when spoken by a native speaker in a controlled situation.
3. Enable students to read graded texts in Japanese within the topical outline of the course.
4. Enable students to write short paragraphs demonstrating control of idiomatic Japanese.
5. Introduce students to the hiragana and katakana writing systems in Japanese
6. Familiarize students with issues of contemporary Japanese life and culture.

**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. Carry on a conversation in Japanese on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Understand a native speaker of Japanese in a controlled situation.
3. Read graded texts in Japanese within the topical outline of the course.
4. Write short paragraphs demonstrating control of idiomatic Japanese.
5. Utilize the hiragana and katakana writing systems in Japanese.
6. Discuss orally and in writing issues of contemporary Japanese life and culture.

**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**

The Japanese sound system and hiragana, greetings, useful expressions for making requests, taking leave, apologizing, getting someone's attention, saying thanks.

**Week 2**

Countries, nationalities, languages, academic status, majors, time expressions, and meeting and addressing people.

**Week 3**

Daily activities, numbers, minutes, relative time, days of the week, expressing past actions and events.

**Weeks 4-5**

Pre-midterm exam

Buildings, landmarks, describing people and things (adjectives).

**Week 6**

Campus facilities, objects in the room and classroom, nature

Midterm exam

**Weeks 7-8**

Daily routine activities, leisure activities, expressions of emotion and condition.

**Week 9**

Expressing likes and dislikes, using verb plain form.

**COURSE OUTLINE: (CONTINUED)**

**Week 10**

Shopping in Japan, numbers 100 and above, expressions related to merchandise, price, and other in-store activities.

**Week 11**

Eating habits in Japan, dishes, types of cuisine, food expressions.

**Week 12**

Kinship, parts of the body, physical appearance, personality types, resultative verbs, age, number of people.

**Week 13**

Review and final exam.

**COURSE OUTLINE (CONTINUED):**

**COURSE OUTLINE (CONTINUED):**

--	--

**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).**

<b>#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)</b>	
AUTHOR(S):	Yukiko Abe Hatasa, Kazumi Hatasa and Seiichi Makino
TITLE:	Nakama 1: Japanese Communication, Culture, Context
EDITION:	2nd
PUBLISHER:	Houghton Mifflin Company
DATE:	2011
ISBN:	9780495798187
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

<b>#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)</b>	
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 (Continued)**  
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	Seiichi Makino
TITLE:	A Dictionary of Intermediate Japanese Grammar
EDITION:	
PUBLISHER:	Japan Times
DATE:	1995
ISBN:	4-789007758
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
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:	Nakama 1, DVD Video (Complete set for Nakama 1a and 1b)
DISTRIBUTOR	Houghton Mifflin
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Student Activities Manual (SAM) Audio Program Nakama 1a
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Student Activities Manual (SAM) Audio Program Nakama 1b
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
<b>Append additional page if necessary.</b>	

<b>TYPE MEDIA LIAISON'S NAME &amp; OBTAIN INITIALS</b>	Albert Neal
--	-------------

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

<b>TYPE NAME OF LIBRARY FACULTY &amp; OBTAIN INITIALS</b>	Louise Fluk
---	-------------

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

--

<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
---	--

<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Tomonori Nagano 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.

<b>PROPOSER (S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Tomonori Nagano	Education and Language Acquisition	April 5, 2010
Max Rodriguez	Education and Language Acquisition	April 5, 2010

<b>CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wenjuan Fan	Education and Language Acquisition	April 5, 2010

<b>DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Wenjuan Fan	Education and Language Acquisition	April 5, 2010

<b>DEPARTMENT CHAIRPERSON(S)</b>	<b>DEPARTMENT(S)</b>	<b>DATE</b>
Jack Gantzer	Education and Language Acquisition	April 5, 2010

# COURSE PROPOSAL FORM

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

For office use only:
CCC
SENATE
CHANCELLOR

<b>PROPOSING DEPARTMENT:</b>	ELA
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<b>SECOND DEPARTMENT FOR JOINT PROPOSAL:</b>	
--	--

<b>COURSE TITLE:</b> (maximum 50 characters and spaces)	Intensive Elementary Spanish 1 & 2
--	------------------------------------

<b>COURSE ABBREVIATION:</b> (maximum 20 characters and spaces)	Int. Elem Span 1 & 2
---	----------------------

<b>COURSE NUMBER:</b> Contact Registrar's Office for designated course number.	ELS110
<b>TYPE NAME OF REGISTRAR CONTACT &amp; GET INITIALS</b>	Thomas Murasso

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

<b>CREDITS</b>	6
<b>PER WEEK:</b>	
<b>CLASSROOM HOURS</b>	6
<b>LAB HOURS</b>	2
<b>STUDENT HOURS</b>	8
<b>FACULTY HOURS</b>	6

<b>DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?</b>
<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:
Laboratory hours are led by tutors.

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

<b>LIBERAL ARTS</b>
<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 is an intensive course for beginners using a communicative approach to develop conversational skills and provide the student with a foundation in Spanish grammar, pronunciation, vocabulary, and familiarity with the culture of Spanish-speaking peoples. This course is equivalent to ELS101-102, and it is closed to native or heritage speakers of Spanish.

**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 prerequisites

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

Native or heritage speakers of Spanish and students not meeting prerequisites

**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.**

ELS101-ELS102

**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):			
Writing (e.g., none, ENA099):			
Mathematics (e.g., none, MAT096):			
ESL (e.g., none, ESL097, ESL098):		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
None		

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

--

<b>This course will first be offered in:</b> (e.g., Fall 12 week Session 2003)	<b>Proposed maximum class size:</b>
Fall 1 2010	21

<b>How many times per year will this course be offered?</b>	<b>Estimated # of students per year:</b>
2	42

<b>Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)</b>	
<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

<b>Provide a rationale for the proposed course or course revisions.</b>
This course merges the content of ELS101 and ELS102. It provides an opportunity for students to become acquainted with the Spanish language and the cultures of Spanish-speaking peoples within a socio-cultural context.

<b>Grading Standards:</b> 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%.	
<b>CATEGORY</b>	<b>%</b>
Midterm exam	25
Final exam	30
Quizzes (4 @ 5 pts. each)	20
Homework	15
Classwork	1000%
<b>TOTAL</b>	<b>100%</b>

**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. Enable students to carry on a conversation in Spanish on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Enable students to understand Spanish when spoken by a native speaker in a controlled situation.
3. Enable students to read graded texts in Spanish within the topical outline of the course.
4. Enable students to write short paragraphs demonstrating control of idiomatic Spanish.
5. Familiarize students with issues of contemporary Hispanic life and culture.

**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. Carry on a conversation in Spanish on everyday topics, such as family life, education, tourism, careers and employment, social and cultural issues, healthcare, foods and nutrition, housing, banking.
2. Understand a native speaker of Spanish in a controlled situation.
3. Read graded texts in Spanish within the topical outline of the course.
4. Write short paragraphs demonstrating control of idiomatic Spanish.
5. Discuss orally and in writing issues of contemporary Hispanic life and culture.

**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 1-2**

The Communicative Loop: Greetings, introductions, description of people, cognates, telling time, forms of ser, days of the week and dates

**Week 3**

Educational Environment: Schools and universities, class vocabulary, professions, careers, forms of estar, interrogative form

**Week 4**

Human Relations: Friends and family, possession, present indicative of AR verbs, description of objects and places, summary of ser and estar

**Week 5**

Leisure Time: Vacations, entertainment, country outings, exercising, climate, seasons of the year, verbs gustar, saber, conocer, present indicative of ER and IR verbs, future expressions with ir + a

**Week 6**

Shopping: Food and clothing articles, appliances, direct object pronouns, actions, desires, preferences, stem-changing verbs

**Week 7**

Daily Routines: Domestic chores, apartment hunting, schedules, expressing relationships in space and time, reflexive verbs, orders and informal commands

**MIDTERM EXAM**

**COURSE OUTLINE: (CONTINUED)**

**Week 8**

City Life: Urban life style, transportation, streets and parks, formal commands, past tense of AR, ER, IR verbs, indirect object pronouns

**Week 9**

Business and Commerce: Supermarkets and shopping centers, past tense of irregular verbs, making comparisons, summary of direct and indirect objects, possessive adjectives

**Week 10**

Personal Health: Visiting a doctor, medical emergencies, being healthy, natural and organic products, past tense of stem-changing verbs, the imperfect tense, summary of the past and imperfect tenses

**Week 11-12**

U.S. Latinos: Life style, social, political, and religious issues, volunteerism, the subjunctive mood, the present subjunctive tense, expressing emotions and feelings, uncertainty or denial

**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):	Lucas Murillo & Dawson
TITLE:	¡Con Brío!
EDITION:	2 <sup>nd</sup> / ed.
PUBLISHER:	Wiley & Sons
DATE:	2010
ISBN:	978-0-470-50062-0
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):	
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 (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)**

Louise Fluk



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

TITLE:	Semana Santa en Sevilla (English Version)
DISTRIBUTOR	Insight Media
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Caminante (English Version)
DISTRIBUTOR	Insight Media
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" 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
<b>Append additional page if necessary.</b>	

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

**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.

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

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<b>TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES &amp; OBTAIN INITIALS (only if applicable)</b>	
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<b>TYPE PROPOSER'S NAME &amp; OBTAIN INITIALS</b>	Max Rodriguez
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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
Max Rodríguez	ELA	3/25/2010

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
Wen Juan Fan	ELA	3/25/2010

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
Wen Juan Fan	ELA	3/25/2010

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	ELA	3/25/2010

*Be it resolved that the College Senate adopt the following bylaw:*

**Bylaw #1 (adopted on date). The College Senate hereby creates a Budget Committee with the responsibilities and membership as specified below.**

**The Budget Committee**

**1. The Budget Committee shall:**

- a. Develop expertise in the analysis of the various budgets of the College and the various pertinent budgets of CUNY;**
- b. Regularly report to the Senate on the health of the overall College budget;**
- c. Advocate for expenditures that would benefit the campus community;**
- d. Review the extent to which College priorities expressed in the Strategic Plan are translated into items in the College budget;**
- e. Review the extent to which the budget anticipates and prepares for the prospect of budget cutting in recessionary periods; and,**
- f. Review audit reports and the plans for addressing any findings or recommendations that result.**

**2. The Committee shall be comprised of members recommended by the Committee on**

**Committees, with the exception of specific members designated in this provision. There shall be at least two student members on this Committee. The Executive Director of Finance & Business, or the Director's designee, shall be a member of the Committee. The Chair of the College Senate, in consultation with the Executive Committee, shall designate one member. The Vice President of Administration shall serve as an *ex officio* member of the Committee.**

***Be it resolved that the College Senate adopt the following bylaw:***

**Bylaw #2 (adopted on date). The College Senate hereby creates a Committee of HEO/Alumni/Civil Service Senators with the responsibilities and membership as specified below.**

**The Committee of HEO/Alumni/Civil Service Senators**

**1. The Committee of HEO/Alumni/Civil Service Senators shall focus its attention on issues and campus policies that impact the constituencies represented by the**

**Committee. The Committee may recommend that the Senate discuss and act on concerns important to the Committee.**

**2. The Committee of HEO/Alumni/Civil Service Senators shall be comprised of all Senators who function on campus as HEOs, members of the civil service staff, or as the representative of the Alumni Association. Alternate Senators from these constituencies may serve *ex officio* without vote, except when serving in place of an absent Senator, at which time the Alternate will have voting rights. The voting members of the Committee shall elect its Chairperson.**

**3. In Article V, Section II, E. of the Plan of Governance, the Committee of HEO, Alumni, and Civil Service Senators shall be added to the list of Senate Committees that are not open to all members of the college community.**

### **Proposed Resolution: Preparing for Discussion of the Strategic Plan**

#### A Resolution of the College Senate

Whereas the College Senate has concentrated during the 2009-10 academic year on considering substantive issues that impact the welfare of faculty, staff, and students; and, Whereas the College Senate understands that improvements in campus life can be effected by shaping the College's strategic plan;

The College Senate recommends that, even though resources will not be plentiful during the 2010-11 academic year, the strategic plan should reference the following objectives and take concrete steps to address the following needs:

- a. Given the burgeoning student enrollment and the perception that there are greater psychological stresses and problems among LaGuardia students, the College needs to increase the effectiveness of counseling, both by increasing the number of counselors and by bringing greater coherence to counseling services on campus. Faculty, staff, and students need to know when and where counselors are available so that various counseling needs (e.g., personal, psychological, academic, career) can be addressed.
- b. Given that increasing enrollment fills more sections during evenings and on weekends, the College needs to provide more evening and weekend services. As preliminary steps, the College needs to inventory the services currently being provided, post signs listing the hours of all offices providing services outside the appropriate rooms, establish reliable and continuous methods for students to access information about service hours, and undertake the type of analysis that can identify those areas where more evening and weekend services need to be established.
- c. Given that increasing enrollment is often accommodated by hiring additional adjunct instructors, the College needs to make a serious long-term effort to provide office space for adjuncts. Though space is extremely limited, there must be a systematic plan for accommodating the needs of adjunct instructors; without creative planning, no space will ever be identified. At the same time, the College should identify best practices that academic departments have used to bind the adjuncts to the college community and disseminate these practices throughout the College.

d. Beyond the space needs of adjunct instructors, there are other space needs that must be addressed by the campus. Whether it's a small office for the Student Senators or the Alumni Association, a conference or meeting space where 200+ can be located, or space for adjuncts, too many ideas for new programs or expanded services are abandoned by the realization that there is no space. While everyone recognizes that instructional space and faculty office space have correctly been the priority in recent years and no one faults the Space Committee for its work, limiting enrollment is not compatible with the College's mission of providing opportunities for the diverse, low-income population of Western Queens.

e. Given the instant popularity of the casual computer stations that have been placed in the C-Building's cyber café, the College needs to identify additional areas throughout the campus where similar computer stations can be deployed for student use and make the necessary purchases.