

College Curriculum Committee Meeting Agenda
Tuesday, February 5, 2013
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: January 29, 2013	Action	#2/5/13-1	Holcroft - 3 min
2. Announcements	Information		
a. Report out from Divisions			Curr Reps - 10 min
b. Upcoming events			Holcroft - 3 min
c. GE Application Reminder			
d. Curriculum Sheet Reminder			Nuñez - 2 min
3. Consent Calendar:	Action	#2/5/13-2 thru 15	Holcroft - 5 min
a. GE Applications			
b. Stand Alone Applications	Action	#2/5/13-16	
4. Program Creation	Discussion	#2/5/13-17	Holcroft - 10 min
5. Prerequisite Content Review	Discussion	#2/5/13-18	Holcroft - 30 min
6. Minimum Units for a GE Course	Discussion	#2/5/13-19	Holcroft - 15 min
7. New Course Proposal Process Issues	Discussion	#2/5/13-20 & 21	Holcroft - 15 min

Consent Calendar

FH General Education:

- *Area I, Humanities* (Attachments #2-10): ART 4A, 5A, ENGL 16, 18A, 46B, HUMN 3, 4, MUS 7E, MUS 2/THTR 2F
- *Area V, Communication & Analytical Thinking* (Attachments #11-15): C S 1A, 1B, 1C, 2B, 2C

Stand Alone: (Attachment #16)

ITRN 50

Attachment List:

#2/5/13-1 Draft Minutes: January 29, 2013
 #2/5/13-17 Program Remediation, Suspension & Discontinuance
 #2/5/13-18 New Prerequisite Implementation Plan
 #2/5/13-19 GE Pattern Comparison
 #2/5/13-20 New Course Resolution Final
 #2/5/13-21 New Course Proposal v3

2012 -2013 Curriculum Committee Meetings

Fall 2012 Quarter:

10/2/12
 10/16/12
 11/6/12
 11/20/12
 12/4/12

Winter 2013 Quarter

1/15/13
 1/29/13
 2/5/13
 2/19/13
 3/5/13
 3/19/13

Spring 2013 Quarter

4/16/13
 4/30/13
 5/7/13
 5/21/13
 6/4/13
 6/18/13

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

2012-2013 Curriculum Deadlines

~~12/1/12~~ Deadline to submit courses to CSU for CSU GE approval.
~~12/1/12~~ Deadline to submit courses to UC/CSU for IGETC approval.
~~12/7/12~~ COR/Title 5 Updates for Fall 2013.
 3/1/13 Curriculum Sheet Updates for 2013-14.

6/1/13 Deadline to submit new/revised courses to UCOP for UC transferability
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2012-2013 Professional Development Opportunities & Conferences of Interest

~~11/8-10/12 [Next Generation STEM Learning: Investigate, Innovate, Inspire](#), Kansas, MO.~~

~~11/8-10/12 [ASCCC Fall Plenary Session](#) — Irvine Marriott Hotel.~~

2/8/12** Global Citizenship Pathway - SJSU/WVC curriculum collaboration model.
President's Conference Room, 12-1 p.m. (Compass II Networking Grant)

2/28-3/2/13 [General Education & Assessment: A Sea Change in Student Learning](#), Boston Park Plaza, Boston, MA.

4/4-6/13 [Student Success & the Quality Agenda](#), Miami, FL.

4/18-20/13 [ASCCC Spring Plenary](#), Westin San Francisco Airport.

6/13-15/13 [ASCCC Faculty Leadership Institute](#), Sheraton Grand, Sacramento.

7/11-13/13 [ASCCC Curriculum Institute](#), Sheraton Park Hotel, Anaheim.

Distribution:

Kathy Armstrong (PSME), Falk Cammin (LA), Bea Cashmore (ALD), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BHS), Robert Hartwell (F A), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Kate Jordahl (F A), Marc Knobel (PSME), Don MacNeil (P E), Kimberlee Messina (VP, Instruction, Administrator co-chair), John Mummert (VP, Workforce), Peter Murray (Dean, PSME), Joe Ragey (F A), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A), Voltaire Villanueva (CNSL), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members - Winter 12-13

Meeting Date: 2/5/13Co-Chairs (2)

<input checked="" type="checkbox"/>	Carolyn Holcroft	7429	Vice President, Academic Senate (tiebreaker vote only)	holcrofthurnscarolyn@foothill.edu
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction	messinakimberlee@foothill.edu

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Falk Cammin (F)	7442	L A	camminfalk@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell (S)	7469	BH	campbellrachelle@foothill.edu
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<input checked="" type="checkbox"/>	John Fox	7419	BSS	foxjohn@fhda.edu
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<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
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<input checked="" type="checkbox"/>	Judy Baker	7388	Dean	bakerjudy@foothill.edu
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	murraypeter@foothill.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

<input checked="" type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Jean McCarron	7371	Curr/Schedule Asst.	mccarronjean@fhda.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input type="checkbox"/>	Mariam Mostafa		ASFC	supermariam93@yahoo.com

Visitors:

College Curriculum Committee
Meeting Minutes
Tuesday, January 29, 2013
2:03 p.m. - 3:33 p.m.
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: January 15, 2013	Minutes amended to restate section 6. M/S (Hartwell, Armstrong) Approved.
2. Announcements a. New Course Proposal b. Report out from Divisions c. Upcoming events	Speaker: Carolyn Holcroft a. Holcroft announced the new course proposal and asked reps to forward to their constituency groups for feedback/concerns. b. Report out from L A: deactivations: ENGL 5H, 7H, 22, 40H, 41. c. Upcoming Events: <ul style="list-style-type: none">• Global Citizenship GE Pathway Collaboration - meeting will be held here on 2/8/13 at noon. Compass II Networking group is willing to help us develop this pathway for Foothill students. Some of our courses could easily fit.• Feb 4th: meeting to talk about future direction for the Foothill Professional Development Committee (noon in Pres. Conf. Room). All welcome.• Program Review Committee needs two more faculty, one to represent transfer and one to represent basic skills. Very important to have representation, please ask for volunteers.
3. Consent Calendar: a. Stand Alone Applications	Speaker: Carolyn Holcroft Knobel/Francisco/Murray asked that all but the NCLA 406A & 406B applications be pulled from the consent calendar because they do not appear to be complete. Request was supported by CCC and PSME agreed to provide a detailed list of the issues to Nuñez for follow up. A question was asked regarding the enrollment limitations for the remaining two non-credit courses. Must the student be currently enrolled in one of the courses identified in the description? No, may be taken by any student interested in further writing assistance. M/S (Starer, Hanning) Approved.
4. Prerequisite Content Review	Speaker: Carolyn Holcroft PP presentation. Per Title 5 changes, we must develop a plan to establish new prereqs/coreqs/advisories. Must review established requisites every six years, or more frequently. We must: establish methods by which we identify courses needing requisites, determine appropriate requisites; we must document the impact of the requisites especially disproportionate impact; provide training for CCC. It is important that processes are data-driven and Holcroft has asked our researcher, Elaine Kuo, to assist. We are also required to guarantee that courses are taught in accordance with the COR, especially those aspects used to justify the prereq. Who needs to participate? Must directly involve faculty. Need to decide if all faculty who teach that course be involved, or just the faculty author? Should there be space on the form requesting consultation w/DA? Due to the equivalency discussions we've had recently, do we think that we need to discuss

	requisites too? Want to integrate requisite implementation/review into normal Title 5 compliance review cycle. Reps asked to gather feedback from constituents.
5. Curriculum Structure & Function	Speaker: Carolyn Holcroft Continuation of the topic from the last CCC meeting. PSME would like to keep current system. LA would also like to maintain current system. Curriculum Team is committed to providing an updated handbook/reference guide. Nuñez suggested that we host a 4-hour mini-retreat to discuss how we need to rebuild our curriculum structure. Francisco suggested multiple short training sessions rather than longer, one-shot training that can become overwhelming.
6. New Course Proposal Process Issues	Speaker: Carolyn Holcroft Discussion postponed for future meeting. Clarified that attached resolution was previously approved in CCC and this is the process we will abide by going forward..

Attendees: Kathy Armstrong (PSME), Judy Baker (Dean), Rachelle Campbell (BH), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (CNSL), John Fox (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Patricia Gibbs (BSS), Brenda Hanning (BH), Carolyn Holcroft (Faculty co-chair), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (P E), Jean McCarron (Instr), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Paul Starer (Dean, L A), Kella Svetich (L A)

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ART 4A: Fundamentals in Drawing

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

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

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ART 4A Fundamentals in Drawing

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

From: Course Objectives (Section 2)

- A. Recognize and describe works of drawings that distinguish different types of lines.
- B. Analyze how artists use light and shadow to create depth of space by examining great works of drawing throughout history, including the progression of form and space.
- C. Examine the development of linear perspective, through the study of historical and contemporary important works of drawing.
- D. Identify the various uses of texture and explain how texture is related to the overall meaning and purpose of the drawing.
- E. Compare great works in terms of composition and how the composition contributes to our perception and meaning of the drawing.
- F. Examine use of the content and context in great works of drawing in written format.
- G. Describe the use of drawing media throughout history, include how the use of different media results in establishing the overall expressive and conceptual meaning of the work.
- H. Examine and describe contemporary developments, trends, materials and approaches in drawing.

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

Matching course component(s):

From: Course Objectives (Section 2)

- B. Analyze how artists use light and shadow to create depth of space by examining great works of drawing throughout history, including the progression of form and space.
- F. Examine use of the content and context in great works of drawing in written format.
- G. Describe the use of drawing media throughout history, include how the use of different media results in establishing the overall expressive and conceptual meaning of the work.
- I. Examine and describe contemporary developments, trends, materials and approaches in drawing.

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

Matching course component(s):

From: Course Content (Section 4)

B. History of Value

1. Analyze chiaroscuro and great works by William Bailey, Henry Moore, Lucien Freud, Giorgio Morandi, Sidney Goodman, Walter Murch, Jasper Johns, Geroge Seurat, Claudio Bravo, Corot, Leonardo da Vinci, Michelangelo, Peter Paul Rubens, John Singer Sargent, Vincent Van Gogh

F. Content and Context

1. Analyze contemporary great works by contemporary artists such as William Kentridge and Antonio Lopez Garcia.
2. Application and practice using metaphor, personal meaning and symbolism in a drawing.

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

Matching course component(s):

From: Course Content (Section 4)

C. History of Linear Perspective

1. Analyze great works by artists such as Jacopo Bellini, Raphael, Albrecht Durer, Giorgio de Chirico, Edward Hopper, Leonardo da Vinci and Rackstaw Dones.
2. Application of the concepts of linear perspective
 - a. One Point Perspective
 - b. Two Point Perspective
 - c. Foreshortening

E. Composition Concepts

1. Analyze great works by such artist as Edward Hopper, Philip Pearlstein, Mary Cassatt, Wayne Thiebaud, Pablo Picasso, Paul Cezanne, Edgar Degas, Toulouse-Lautrec and Rene Magritte.
2. Application of asymmetrical balance, positive and negative space, directional lines, sighting, measuring, alignment and movement in concept sketches or thumbnail sketches.

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

Matching course component(s):

From: Types and/or Examples of Required Reading, Writing and Outside of Class Assignments (Section 12)

Copy of a master drawing or contemporary drawing. Research the artwork, the artist, the style, subject matter, content and context. Write an essay or paper describing the artwork. Write a self-critique describing the process of making an artist copy or study.

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

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

Matching course component(s):

General Education Review Request
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From: **Course Content (Body of knowledge) –(Section 4)**

F. Content and Context

1. Analyze contemporary great works by contemporary artists such as William Kentridge and Antonio Lopez Garcia.

Explanation: Lecture Example- Ambiguities and Vagaries)

In this course, students view contemporary animated charcoal drawing videos that examine ambiguities, vagaries, and values inherent in human language and the artistic process. For example, during the lecture portion of the course students view drawing animation, video and installations by the contemporary South African artist William Kentridge. Having witnessed first-hand one of the twentieth century's most contentious struggles, the dissolution of apartheid, Kentridge brings the ambiguity and subtlety of personal experience to public subjects most often framed in narrowly defined terms. By using film, drawing, sculpture, animation, and performance, he transmutes sobering political events into powerful poetic allegories.

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

Matching course component(s):

From: **Course Objectives (Section 2)**

- A. Recognize and describe works of drawings that distinguish different types of lines.
- B. Analyze how artists use light and shadow to create depth of space by examining great works of drawing throughout history, including the progression of form and space.
- C. Examine the development of linear perspective, through the study of historical and contemporary important works of drawing.
- D. Identify the various uses of texture and explain how texture is related to the overall meaning and purpose of the drawing.
- I. Examine and describe contemporary developments, trends, materials and approaches in drawing.

Explanation: Lecture Example

Students appreciate, point out and identify value, line, perspective and texture by using non- verbal communication. Students learn to appreciate non-verbal expression in contemporary art. Drawing is a visual art. Students learn to view the different ways artist communication applications of line, texture, value, perspective and texture. Students and instructors use their fingers to describe areas of a picture. Students and instructors may apply skills in a class by drawing or illustrating non- verbal communication in an art piece. This is a form of non- verbal communication.

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

Matching course component(s):

From: **Course Objective (Section 2)**

- G. Describe the use of drawing media throughout history, include how the use of different media results in establishing the overall expressive and conceptual meaning of the work.

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

Matching course component(s):

From: **Course Content (Body of knowledge) –(Section 4)**

F. Content and Context

1. Analyze contemporary great works by contemporary artists such as William Kentridge and Antonio Lopez Garcia.

(Explanation: Lecture Example- Context of diverse cultures)

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In this course, students view South African artist William Kentridge. Having witnessed first-hand one of the twentieth century's most contentious struggles, the dissolution of apartheid, Kentridge brings the ambiguity and subtlety of personal experience to public subjects most often framed in narrowly defined terms. By using film, drawing, sculpture, animation, and performance, he transmutes sobering political events into powerful poetic allegories. In this course, students view Spanish Artist Antonio Lopez Garcia and learn about the context of Spanish exterior and interior space imagery.

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

Matching course component(s):

From: Course Objectives (Section 2)

- A. Recognize and describe works of drawings which distinguish different types of lines.
- B. Analyze how artists use light and shadow to create depth of space by examining great works of drawing throughout history, including the progression of form and space.
- C. Examine the development of linear perspective, through the study of historical and contemporary important works of drawing.
- D. Identify the various uses of texture and explain how texture is related to the overall meaning and purpose of the drawing.
- E. Compare great works in terms of composition and how the composition contributes to our perception and meaning of the drawing.
- F. Examine use of the content and context in great works of drawing in written format.
- G. Describe the use of drawing media throughout history, include how the use of different media results in establishing the overall expressive and conceptual meaning of the work.
- H. Evaluate and critique class drawing perceptual projects using relevant terminology in oral or written formats.
- I. Examine and describe contemporary developments, trends, materials and approaches in drawing.

Explanation

In this course, students participate in drawing lectures from art history and class critiques. Students learn how to evaluate great works of drawings in terms of line, value, the history of perspective, mathematical concepts, material applications, content, context and the human experience and use relevant terminology in oral or written formats. In addition, students learn how to think, speak and listen critically in class discussions and lectures, including developing the ability to respond to criticism of their own work in a constructive way.

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

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

Matching course component(s):

From: Course Objectives (Section 2)

H. Evaluate and critique class drawing perceptual projects using relevant terminology in oral or written formats.

Explanation:

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Students learn listening skills by paying attention to the comments and opinions in critiques and verbal lectures. The ultimate goal of an art critique is for students to develop the ability to take in the information and opinions of the group and synthesize them to improve their own work. Through this process students gain the ability to record, analyze, listen to and apply information which not only helps them improve their work but also their general communication skills. Students are expected to take written notes during class critiques where they may hear about artists, movements and cultural references that are relevant to their own work. Students are also encouraged to conduct additional research about these elements after the critique. By visiting the library or internet to connect to professional work that expands their intellect and imagination students can enhance their understanding of the work.

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

Matching course component(s):

From: **Course Content (Body of knowledge) –(Section 4)**

A. History of Line - Contour, Cross Contour, and Gesture.

1. Analyze great works by artists such as Dominique Ingres, Giovanni Battista Tiepolo, Richard Diebenkorn, Ellsworth Kelly, August Rodin, Egon Schiele, Raphael, Kathe Kollwitz, Leonardo Da Vinci, Rembrandt, Willem de Kooning, Franz Kline, Henri Matisse, Honore Daumier, Giovanni Domenico Tiepolo, Alberto Giacometti, David Hockney, Dawn Clements, and Cloe Piene.
2. Application of the concepts of line in drawing exercise.

Explanation: Mathematical Concept: Geometry and Volume

In the class students learn to view great works of drawings that use volumetric drawing. Students learn computation skills by actually making cross contour drawings and volumetric drawings. Students learn to view works that use volumetric drawings called “cross contour” drawings. Cross contour is a straight line or series of parallel lines moving across the surface of a three-dimensional object from one outside edge (contour) of the object to the other. Students also learn to solve the problems of foreshortened circles called an “ellipse”.

From: **Course Content (Body of knowledge) –(Section 4)**

C. History of Linear Perspective

1. Analyze great works by artists such as Jacopo Bellini, Raphael, Albrecht Durer, Giorgio de Chirico, Edward Hopper, Leonardo da Vinci and Rackstaw Dones.
2. Application of the concepts of linear perspective
 - a. One Point Perspective
 - b. Two Point Perspective
 - c. Foreshortening

Explanation: Mathematical Concept: Linear Perspective

Perspective is a Mathematical Concept. Students learn to analyze and apply mathematical devices such as perspective in this class. Students learn the history of perspective and analyze great works of perspective drawings by Jacopo Bellini, Raphael, Albrecht Durer, Giorgio de Chirico, Edward Hopper, Leonardo da Vinci and Rackstaw Dones. Students learn the mathematical concepts of orthogonal, horizon lines, eye level lines, fixation or vanishing point, one-point, two-point, three-point perspective and foreshortening.

From: **Course Content (Body of knowledge) (Section 4)**

E. Composition Concepts

1. Application of asymmetrical balance, positive and negative space, directional lines, sighting, measuring,

**General Education Review Request
AREA I - HUMANITIES**

alignment and movement in concept sketches or thumbnail sketches.

Explanation: Mathematical Concept: Sighting or the Perceptual Grid

Students also apply the computation mathematical concept of the perceptual grid and the picture plane to drawing lab exercises. By holding up a straight-edged tool such as a pencil, ruler, stick or measuring device the student can measure the vertical and horizontal planes and sight and align what is in the visual field of the drawing. Students also hold up transparent grid paper to visually understand math and scale relationships.

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

Matching course component(s):

From Course Objectives – (Section 2)

H. Evaluate and critique class drawing perceptual projects using relevant terminology in oral or written formats.

Explanation

Students in this course learn to use clear and precise language in class critiques as well as when discussing and writing about great works of drawing. For example students will learn how to use the following list of drawing terms: abstract, aesthetic, arbitrary, chiaroscuro, composition, conceptual, content, context, contour drawing, element, focus, foreshortening, formal, format, gesture, graphic, medium, loose, hierarchy, juxtaposition, line quality/line weight, illusionistic, medium, modeling, perspective, plane, planned process, poetic connection, value range, subject matter, spatial ambiguity, value, and visual language.

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

Matching course component(s):

From Course Objectives – (Section 2)

A. Examine and describe contemporary developments, trends, materials and approaches in drawing.

Explanation

Students leave writing samples that describe contemporary development, trends, materials and approaches in drawing. Many contemporary drawings consider one's role in society at the local, regional, national and global level.

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

Matching course component(s):

From: Special Facilities and/or Equipment – Section 3

A. Easel, drawing horse, or 24" x 36" table space for each student.

B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

Explanation:

The Art 4A class when offered via Foothill Access may use any of the following computer technologies or digital slide lecture material.

ARTstor Digital Slide Library

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Students view online art drawing lectures and discussions from the ARTstor digital slide library. The ARTstor Digital Library is a nonprofit resource that provides more than one million digital images in the arts, architecture, humanities, and science with an accessible suite of software tools for teaching and research.

Museum Podcasts

Students also learn how to research online art galleries, art museums, blogs and online resources. Students expand their digital literacy in this class by listening to drawing museum pod-casts, online video resources and participating in digital interactive art slide lectures.

Interactive Verbal Digital Critiques and Lectures

Students who participate in the online ART 4A class will learn how to interact in online critiques that allow for the use of text, video and sound. Students are encouraged to participate in the class through both mobile devices and the use the class website. After leaving this course, students will have gained experience researching great works of drawings as well as using emerging computer technologies.

Requesting Faculty: Hilary Gomes _____ Date: Dec 7 2012 _____

Division Curr Rep: Simon Pennington _____ Date: 1/17/13 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by GE sub-committee, Kay Thornton and Hilary Gomes, 1/23/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ART 5A: 2-D Foundations

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I – Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ART 5A: 2-D Foundations

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

From: Course Objectives (Section 2)

- G. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.
- H. Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art
- I. Examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.

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

Matching course component(s):

From: Course Objectives (Section 2)

- A. Demonstrate a working knowledge and understanding of the organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement
- D. Make individual aesthetic decisions and judgments related to their own artwork
- F. Translate ideas and visual experience into images using both formal and conceptual approaches.
- A. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.
- B. Examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.

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

Matching course component(s):

From: Course Objectives (Section 2)

- C. Examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.
- F. Translate ideas and visual experience into images using both formal and conceptual approaches.

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

Matching course component(s):

From: Course Objectives (Section 2)

- D. Make individual aesthetic decisions and judgments related to their own artwork
- G. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.
- H. Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art

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

Matching course component(s):

From: Types and/or Examples of Required Reading, Writing and Outside of Class Assignments (Section 12)

- A. Make a two-dimensional design that uses one of the principles of design (emphasis or focal point).
- B. Read book reading chapters connected the principle or element of design.
- C. Write an essay or paper describing the artwork.
- D. Write a self-critique describing the process of making a design that uses a design principle.

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

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

Matching course component(s):

From Representative Text (s)- (Section 7)

Lauer, David and Pentak, Stephen. Design Basics, 8th ed. New York, NY: Harcourt Brace, 2011.

From Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

- B. Read book reading chapters connected the principles or elements of design

Explanation

The Visual language is another form of the human language. We learn to read a visual art piece using visual shapes. From Chapter 8 Shape from Design Basics, students learn about the concept called Positive and Negative space. On page 176, the title of this section is called Ambiguity. The artist discusses how ambiguity plays a role in viewing art that uses positive and negative space. Examples of ambiguities in the visual language would be the illustrations on page 176-177. Al Held's Helena acrylic on canvas, Hans Hillman's Poster for the film, the Bartered Bride Print or the Multi canal Logo design all show ambiguities.

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

Matching course component(s):

From: Course Objectives (Section 2)

- C. Independently produce visual compositions and problem-solving projects that successfully incorporate the basic elements and organizing principles of two-dimensional art
- D. Make individual aesthetic decisions and judgments related to their own artwork
- E. Skillfully use a variety of artistic materials, techniques and tools
- F. Translate ideas and visual experience into images using both formal and conceptual approaches.

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

Matching course component(s):

From: **Course Objective (Section 2)**

- E. Skillfully use a variety of artistic materials, techniques and tools
- F. Translate ideas and visual experience into images using both formal and conceptual approaches.

I. Examine, compare and analyze historical and contemporary examples of two-dimensional art, within a global context.

Lab Content (Section 10)

- A. Assignments based upon the elements of design.
- B. Assignments based upon the principles of design.
- C. Problem solving visual exercises that develop two-dimensional awareness and require exploration and manipulation of the basic two-dimensional elements.
- D. Studio projects that explore the dynamic relationships of two-dimensional elements and organizing principles.
- E. Development of skills using a variety of artistic materials, techniques and tools appropriate to an introductory study in art, including but not exclusive to pencils, markers, inks, paints, glues and cutting tools.
- F. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.

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

Matching course component(s):

From: **Course Content (Body of knowledge) –(Section 4)**

- G. Evaluation and critique of examples of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities.
- J. Examination of contemporary trends, materials, and approaches in two-dimensional art.

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

Matching course component(s):

From Course Content (Section 4)

- H. Evaluation and critique of examples of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities.

From: Methods of Evaluation (Section 6)

- A. Written critiques
- B. Written essays
- C. Written participation in lectures of historical and contemporary two-dimensional works of art
- D. Design revisions

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

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

Matching course component(s):

From: Course Objectives (Section 2)

- I. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.

From: Course Content (Section 4)

- J. Written assignments in which students must clearly articulate comprehension of the basic elements and principles of two-dimensional art.

From Types and/or Examples of Required Reading, Writing and Outside of Class Assignments (Section 12)

- B. Read book reading chapters connected the principle or element of design.
- C. Write an essay or paper describing the artwork.
- D. Write a self-critique describing the process of making a design that uses a design principle.

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

Matching course component(s):

From: Course Content (Body of knowledge) –(Section 4)

B. Organizing principles of two-dimensional art, including balance, proportion, repetition, contrast, harmony, unity, point of emphasis, and visual movement.

D. Problem solving visual exercises that develop two-dimensional awareness and require exploration and manipulation of the basic two-dimensional elements.

From Representative Text (s) (Section 7)

A. Lauer, David and Pentak Stephen, Design Basics, 8th Edition

Explanation

From the required textbook Design Basics, chapter 4, students learn about the mathematical concepts of proportion and scale. Students learn about the golden rectangle, golden mean, and root rectangle. From chapter 5, students learn about crystallographic balance, symmetrical and asymmetrical balance.

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

Matching course component(s):

From Course Objectives – (Section 2)

G. Discuss and write a critical evaluation of two-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of two-dimensional art

From Course Content (Section 4)

H. Written assignments in which students must clearly articulate comprehension of the basic elements and principles of two-dimensional art.

From Method of Evaluation (Section 9)

B. Written critiques

From Lab Content (Section 10)

F. Discuss, critique and evaluate their own two-dimensional compositions, as well as those of their classmates.

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

Matching course component(s):

From Course Content (Section 4)

G. Evaluation and critique of examples of two-dimensional art from various cultures, historical periods, and aesthetic sensibilities.

From Types and/or Examples of Required Reading, Writing and Outside of Class Assignments

B. Read book reading chapters connected the principles or elements of design

Explanation 1 Global Perspective and Rhythm (Principle of Design)

The textbook Design Basics has specific chapters on the design principles. For example one of the principles of design is called "Rhythm" or "Repetition". In the textbook reading, students learn how to relate Rhythm to music, dance and also the visual arts. For example on page 116 from the required textbook reading, students learn about jazz rhythm and legato. On page 119 from Design Basics, students learn how rhythm is also in architecture.

Explanation 2 Color Symbolism (Conceptual Qualities of Color)

From the required textbook Design Basics, chapter 13, students learn the conceptual qualities of color. In the section called Cultural Differences, "students learn a main point to remember that symbolic color references are cultural; they are

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not the same worldwide but vary from one society to another. " page 288

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

Matching course component(s):

From: Special Facilities and/or Equipment – Section 3

A. Easel, drawing horse, or 24" x 36" table space for each student.

B. When taught via Foothill Global Access: on-going access to computer with Email software and capabilities; Email address; Java-script enabled internet browsing software.

Explanation:

The Art 5A class when offered via Foothill Access may use any of the following computer technologies or digital slide lecture material.

ARTstor Digital Slide Library

Students view online art lectures and discussions from the ARTstor digital slide library. The ARTstor Digital Library is a nonprofit resource that provides more than one million digital images in the arts, architecture, humanities, and science with an accessible suite of software tools for teaching and research.

Museum Podcasts

Students also learn how to research online art galleries, art museums, blogs and online resources. Students expand their digital literacy in this class by listening to drawing museum pod-casts, online video resources and participating in digital interactive art slide lectures.

Interactive Wiki Verbal Digital Critiques and Lectures

Students who participate in the online ART 5A class will learn how to interact in online critiques that allow for the use of text, video and sound. Students are encouraged to participate in the class through both mobile devices and the use the class website. After leaving this course, students will have gained experience researching great works of two-dimensional design as well as using emerging computer technologies.

Requesting Faculty: Hilary Gomes

Date: Dec 7 2012

Division Curr Rep: Simon Pennington

Date: 1.17.13

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee Kay Thornton and Hilary Gomes, 1/25/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: **ENGL 16: Introduction to Literature**

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

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Course Number & Title: ENGL 16: Introduction to Literature

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

2. Course Objectives - The student will be able to:

- A. read a text actively and critically.
- B. identify key elements of major genres in order to analyze and interpret texts.
- C. define common literary terms and apply these to analysis of texts.
- D. define common critical theoretical concepts and apply these to analysis of texts.
- E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
- G. research appropriate secondary sources and integrate those into literary analyses without plagiarism.
- H. demonstrate appropriate formatting and documentation.

4. Course Content (Body of knowledge) -

- A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work
 - 4. Artistic synthesis of literal and figurative details with theme(s)
- B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
- C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
- D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies

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- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
- 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
- 2. Issues of gender and sexuality
- 3. Socioeconomic diversity
- 4. Aesthetic movements as contexts for the text
- 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work
 - 4. Artistic synthesis of literal and figurative details with theme(s)
 - D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies
 - E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - C. define common literary terms and apply these to analysis of texts.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work

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- 4. Artistic synthesis of literal and figurative details with theme(s)
- B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
- C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
- D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies
- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - C. define common literary terms and apply these to analysis of texts.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
 - F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work
 - 4. Artistic synthesis of literal and figurative details with theme(s)
 - B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
 - C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)

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- 2. Symbolic language (e.g., metaphor, synecdoche)
- 3. Narrative devices (e.g., unreliable narrator)
- 4. Structural devices (e.g., epigraphs, paragraphing)
- D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies
- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts
- F. Formal, scholarly literary analysis essays
 - 1. Development and delivery of a clear literary analysis thesis
 - 2. Effective use of textual evidence
 - 3. Comparisons among texts
 - 4. Stylistic conventions of literary analysis
 - 5. Attention to scholarly language

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
- 4. Course Content (Body of knowledge) -
 - F. Formal, scholarly literary analysis essays
 - 1. Development and delivery of a clear literary analysis thesis
 - 2. Effective use of textual evidence
 - 3. Comparisons among texts
 - 4. Stylistic conventions of literary analysis
 - 5. Attention to scholarly language

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

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - C. define common literary terms and apply these to analysis of texts.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas

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- 3. Figurative and symbolic language in relation to central theme(s) of the work
- 4. Artistic synthesis of literal and figurative details with theme(s)
- B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
- C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)

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

Matching course component(s):

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work
 - 4. Artistic synthesis of literal and figurative details with theme(s)
 - B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
 - C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies

General Education Review Request

AREA I - HUMANITIES

- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
- 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
- 2. Issues of gender and sexuality
- 3. Socioeconomic diversity
- 4. Aesthetic movements as contexts for the text
- 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- 4. Course Content (Body of knowledge) -
 - E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - C. define common literary terms and apply these to analysis of texts.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
 - F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
 - G. research appropriate secondary sources and integrate those into literary analyses without plagiarism.
- 4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 - 1. Denotative and connotative meaning of words and statements
 - 2. Structure or development of events, emotions, images, and ideas
 - 3. Figurative and symbolic language in relation to central theme(s) of the work
 - 4. Artistic synthesis of literal and figurative details with theme(s)
 - B. Identification of key elements of major genres
 - 1. Poetry
 - 2. Short story
 - 3. Novel
 - 4. Drama
 - 5. Creative nonfiction
 - C. Literary terms
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - D. Critical theoretical concepts

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1. Historical contexts
2. Gender studies
3. Queer theories
4. Psychological theories (Freudian, Jungian)
5. Marxian theories
6. Ethnic and racial theories
7. Postcolonial studies
- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
2. Issues of gender and sexuality
3. Socioeconomic diversity
4. Aesthetic movements as contexts for the text
5. Historical and cultural influences upon texts
- F. Formal, scholarly literary analysis essays
 1. Development and delivery of a clear literary analysis thesis
 2. Effective use of textual evidence
 3. Comparisons among texts
 4. Stylistic conventions of literary analysis
 5. Attention to scholarly language
- G. Research
 2. Evaluation of sources and identification of those scholarly
 3. Critical reading of research sources

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

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

Matching course component(s):

2. Course Objectives - The student will be able to:
 - A. read a text actively and critically.
 - B. identify key elements of major genres in order to analyze and interpret texts.
 - C. define common literary terms and apply these to analysis of texts.
 - D. define common critical theoretical concepts and apply these to analysis of texts.
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
 - F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
 - G. research appropriate secondary sources and integrate those into literary analyses without plagiarism.
4. Course Content (Body of knowledge) -
 - A. Active, critical reading of literary texts
 1. Denotative and connotative meaning of words and statements
 2. Structure or development of events, emotions, images, and ideas
 3. Figurative and symbolic language in relation to central theme(s) of the work
 4. Artistic synthesis of literal and figurative details with theme(s)
 - B. Identification of key elements of major genres
 1. Poetry
 2. Short story
 3. Novel
 4. Drama
 5. Creative nonfiction
 - C. Literary terms
 1. Poetic structures (e.g., stanza, meter)

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- 2. Symbolic language (e.g., metaphor, synecdoche)
- 3. Narrative devices (e.g., unreliable narrator)
- 4. Structural devices (e.g., epigraphs, paragraphing)
- D. Critical theoretical concepts
 - 1. Historical contexts
 - 2. Gender studies
 - 3. Queer theories
 - 4. Psychological theories (Freudian, Jungian)
 - 5. Marxian theories
 - 6. Ethnic and racial theories
 - 7. Postcolonial studies
- E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts
- F. Formal, scholarly literary analysis essays
 - 1. Development and delivery of a clear literary analysis thesis
 - 2. Effective use of textual evidence
 - 3. Comparisons among texts
 - 4. Stylistic conventions of literary analysis
 - 5. Attention to scholarly language
- G. Research
 - 1. Navigation of research databases and print archives
 - 2. Evaluation of sources and identification of those scholarly
 - 3. Critical reading of research sources

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

Matching course component(s):

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - F. compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
 - G. research appropriate secondary sources and integrate those into literary analyses without plagiarism.
 - H. demonstrate appropriate formatting and documentation.
- 4. Course Content (Body of knowledge) -
 - F. Formal, scholarly literary analysis essays
 - 1. Development and delivery of a clear literary analysis thesis
 - 2. Effective use of textual evidence
 - 3. Comparisons among texts
 - 4. Stylistic conventions of literary analysis
 - 5. Attention to scholarly language
 - G. Research
 - 1. Navigation of research databases and print archives

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AREA I - HUMANITIES

- 2. Evaluation of sources and identification of those scholarly
- 3. Critical reading of research sources
- H. Formatting and documentation
 - 1. Modern Language Association (MLA)
 - 2. American Psychological Association (APA)

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - E. interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- 4. Course Content (Body of knowledge) -
 - E. Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
 - 1. African American, Latino/a, Asian/Pacific Islander, Native American, and multiethnic representations
 - 2. Issues of gender and sexuality
 - 3. Socioeconomic diversity
 - 4. Aesthetic movements as contexts for the text
 - 5. Historical and cultural influences upon texts

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

Matching course component(s):

- 2. Course Objectives - The student will be able to:
 - G. research appropriate secondary sources and integrate those into literary analyses without plagiarism.
 - H. demonstrate appropriate formatting and documentation.
- 4. Course Content (Body of knowledge) -
 - G. Research
 - 1. Navigation of research databases and print archives
 - 2. Evaluation of sources and identification of those scholarly
 - 3. Critical reading of research sources
 - H. Formatting and documentation
 - 1. Modern Language Association (MLA)
 - 2. American Psychological Association (APA)

Requesting Faculty: Kella Svetich

Date: 1/15/12

Division Curr Rep: _____

Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/24/13

General Education Review Request
AREA I - HUMANITIES

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 18A: Vampire Literature: Multicultural Representations of the Bloodsucker

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 18A: Vampire Literature: Multicultural Representations of the Bloodsucker

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam
- C. Apply a variety of critical and theoretical criteria to evaluation of vampire literature
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - 5. Historical contexts
 - 6. Gender studies
 - 7. Queer theories
 - 8. Psychological theories (Freudian, Jungian)
 - 9. Marxian theories
 - 10. Ethnic and racial theories
 - 11. Theories of embodiment and abjection
 - 12. Postcolonial studies
- D. Analyze vampire literature through interpretations and arguments in written and oral forms
 - 1. Active, critical participation in class discussion
 - 2. Literary analysis / critical thinking demonstrated in formal essays
 - 3. Literary analysis / critical thinking demonstrated through short, information projects
 - 4. Understanding of vampire literature demonstrated through class presentations

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AREA I - HUMANITIES

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam
- C. Apply a variety of critical and theoretical criteria to evaluation of vampire literature
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - 5. Historical contexts
 - 6. Gender studies
 - 7. Queer theories
 - 8. Psychological theories (Freudian, Jungian)
 - 9. Marxian theories
 - 10. Ethnic and racial theories
 - 11. Theories of embodiment and abjection
 - 12. Postcolonial studies

General Education Review Request

AREA I - HUMANITIES

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam
- C. Apply a variety of critical and theoretical criteria to evaluation of vampire literature
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - 5. Historical contexts
 - 6. Gender studies
 - 7. Queer theories
 - 8. Psychological theories (Freudian, Jungian)
 - 9. Marxian theories
 - 10. Ethnic and racial theories
 - 11. Theories of embodiment and abjection
 - 12. Postcolonial studies
- D. Analyze vampire literature through interpretations and arguments in written and oral forms
 - 1. Active, critical participation in class discussion
 - 2. Literary analysis / critical thinking demonstrated in formal essays
 - 3. Literary analysis / critical thinking demonstrated through short, information projects
 - 4. Understanding of vampire literature demonstrated through class presentations

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

Matching course component(s):

4. Course Content

- D. Analyze vampire literature through interpretations and arguments in written and oral forms
 - 1. Active, critical participation in class discussion
 - 2. Literary analysis / critical thinking demonstrated in formal essays
 - 3. Literary analysis / critical thinking demonstrated through short, information projects
 - 4. Understanding of vampire literature demonstrated through class presentations

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AREA I - HUMANITIES

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

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam
- C. Apply a variety of critical and theoretical criteria to evaluation of vampire literature
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - 5. Historical contexts
 - 6. Gender studies
 - 7. Queer theories
 - 8. Psychological theories (Freudian, Jungian)
 - 9. Marxian theories
 - 10. Ethnic and racial theories
 - 11. Theories of embodiment and abjection
 - 12. Postcolonial studies
- D. Analyze vampire literature through interpretations and arguments in written and oral forms
 - 1. Active, critical participation in class discussion
 - 2. Literary analysis / critical thinking demonstrated in formal essays
 - 3. Literary analysis / critical thinking demonstrated through short, information projects
 - 4. Understanding of vampire literature demonstrated through class presentations

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

Matching course component(s):

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression

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- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam
- C. Apply a variety of critical and theoretical criteria to evaluation of vampire literature
 - 1. Poetic structures (e.g., stanza, meter)
 - 2. Symbolic language (e.g., metaphor, synecdoche)
 - 3. Narrative devices (e.g., unreliable narrator)
 - 4. Structural devices (e.g., epigraphs, paragraphing)
 - 5. Historical contexts
 - 6. Gender studies
 - 7. Queer theories
 - 8. Psychological theories (Freudian, Jungian)
 - 9. Marxian theories
 - 10. Ethnic and racial theories
 - 11. Theories of embodiment and abjection
 - 12. Postcolonial studies
- D. Analyze vampire literature through interpretations and arguments in written and oral forms
 - 1. Active, critical participation in class discussion
 - 2. Literary analysis / critical thinking demonstrated in formal essays
 - 3. Literary analysis / critical thinking demonstrated through short, information projects
 - 4. Understanding of vampire literature demonstrated through class presentations

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"
 - 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
 - 1. European traditions emerging from Romantic literature and the advent of the gothic novel
 - 2. American iterations of the vampire, Native and colonial, to the present
 - 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 - 4. Latino manifestations such as the Chupacabra
 - 5. African and African diasporic representations such as the Asasabonsam

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
 - 1. Literary issues such as vampire literature's place within multicultural literature canons
 - 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 - 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 - 4. Political issues such colonialism, oppression and manipulation of the "other"

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	5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
B.	Differentiation and analytical comparison between multicultural vampire traditions <ol style="list-style-type: none"> 1. European traditions emerging from Romantic literature and the advent of the gothic novel 2. American iterations of the vampire, Native and colonial, to the present 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih 4. Latino manifestations such as the Chupacabra 5. African and African diasporic representations such as the Asasabonsam
C.	Apply a variety of critical and theoretical criteria to evaluation of vampire literature <ol style="list-style-type: none"> 1. Poetic structures (e.g., stanza, meter) 2. Symbolic language (e.g., metaphor, synecdoche) 3. Narrative devices (e.g., unreliable narrator) 4. Structural devices (e.g., epigraphs, paragraphing) 5. Historical contexts 6. Gender studies 7. Queer theories 8. Psychological theories (Freudian, Jungian) 9. Marxian theories 10. Ethnic and racial theories 11. Theories of embodiment and abjection 12. Postcolonial studies
D.	Analyze vampire literature through interpretations and arguments in written and oral forms <ol style="list-style-type: none"> 1. Active, critical participation in class discussion 2. Literary analysis / critical thinking demonstrated in formal essays 3. Literary analysis / critical thinking demonstrated through short, information projects 4. Understanding of vampire literature demonstrated through class presentations

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

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

Matching course component(s):

4. Course Content:

A.	Identification of issues specific to vampire literature <ol style="list-style-type: none"> 1. Literary issues such as vampire literature's place within multicultural literature canons 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions 4. Political issues such colonialism, oppression and manipulation of the "other" 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
B.	Differentiation and analytical comparison between multicultural vampire traditions <ol style="list-style-type: none"> 1. European traditions emerging from Romantic literature and the advent of the gothic novel 2. American iterations of the vampire, Native and colonial, to the present 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih 4. Latino manifestations such as the Chupacabra 5. African and African diasporic representations such as the Asasabonsam
C.	Apply a variety of critical and theoretical criteria to evaluation of vampire literature <ol style="list-style-type: none"> 1. Poetic structures (e.g., stanza, meter) 2. Symbolic language (e.g., metaphor, synecdoche) 3. Narrative devices (e.g., unreliable narrator) 4. Structural devices (e.g., epigraphs, paragraphing) 5. Historical contexts 6. Gender studies

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7. Queer theories
8. Psychological theories (Freudian, Jungian)
9. Marxian theories
10. Ethnic and racial theories
11. Theories of embodiment and abjection
12. Postcolonial studies

- D. Analyze vampire literature through interpretations and arguments in written and oral forms
1. Active, critical participation in class discussion
 2. Literary analysis / critical thinking demonstrated in formal essays
 3. Literary analysis / critical thinking demonstrated through short, information projects
 4. Understanding of vampire literature demonstrated through class presentations

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

Matching course component(s):

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

Matching course component(s):

- D. Analyze vampire literature through interpretations and arguments in written and oral forms
1. Active, critical participation in class discussion
 2. Literary analysis / critical thinking demonstrated in formal essays
 3. Literary analysis / critical thinking demonstrated through short, information projects
 4. Understanding of vampire literature demonstrated through class presentations

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

Matching course component(s):

4. Course Content:

- A. Identification of issues specific to vampire literature
1. Literary issues such as vampire literature's place within multicultural literature canons
 2. Social issues such as interpersonal dynamics and power relationships, gender and sexuality, social class, media representation
 3. Cultural issues, including relationships between humans and the environment, multicultural identities, popular culture expressions
 4. Political issues such colonialism, oppression and manipulation of the "other"
 5. Issues of the body, including the significance of blood, mortality, maternity, orality, disease, sexual expression and repression
- B. Differentiation and analytical comparison between multicultural vampire traditions
1. European traditions emerging from Romantic literature and the advent of the gothic novel
 2. American iterations of the vampire, Native and colonial, to the present
 3. Asian representations of vampire figures, e.g., the Filipino aswang, the Chinese chuang shih
 4. Latino manifestations such as the Chupacabra
 5. African and African diasporic representations such as the Asasabonsam

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

Matching course component(s):

- D. Analyze vampire literature through interpretations and arguments in written and oral forms
1. Literary analysis / critical thinking demonstrated in formal essays
 2. Literary analysis / critical thinking demonstrated through short projects

General Education Review Request
AREA I - HUMANITIES

Requesting Faculty: Kella Svetich Date: 5/18/12

Division Curr Rep: Falk Cammin Date: 5/21/12

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/24/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 46B: REASON, REBELLION, AND ROMANTICISM: ENGLISH LITERATURE FROM 1660-1830s

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: ENGL 46B: REASON, REBELLION, AND ROMANTICISM: ENGLISH LITERATURE FROM 1660-1830s

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)

2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel)

during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)

2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-

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colonial, and psychological) to evaluate the literature.

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel)

during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)

2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel)

during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

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2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)
2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.
3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)
2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel) during this period.
3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)
4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.
5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.
6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.
7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

4. analyzing the literature through interpretations and arguments in written and oral forms.

4. Course Content (Body of knowledge) -

C. Class activities

4. Written response to works under study

6. Methods of Evaluation -

- A. Comprehensive midterm and final examinations
- B. Critical essays (at least one formal paper)
- D. Class presentations

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

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)
2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-

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colonial, and psychological) to evaluate the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel) during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

4. Course Content (Body of knowledge) -

3. Formalist analysis focusing on the aesthetics of style

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

Matching course component(s):

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)

2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel)

during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

2. Course Objectives--

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The student will be able to:

A. Develop critical thinking skills by:

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

4. Course Content (Body of knowledge) -

B. Critical approaches to the literature of the period

2. Cultural analysis showing contributions of different cultural groups

4. Feminist/Post-colonial analysis, examining the emergence of women (as actresses, as authors, as an audience) and non-English authors

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)

2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.

3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.

4. analyzing the literature through interpretations and arguments in written and oral forms.

5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)

2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel)

during this period.

3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)

4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.

5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.

6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.

7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

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

Matching course component(s):

2. Course Objectives--

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The student will be able to:

A. Develop critical thinking skills by:

1. reading, understanding, and identifying the major literary genres (Neoclassical epic, the ode, the lyric, the prose essay, satire, and the novel)
2. applying relevant critical and theoretical frameworks (formalist, historicist/new historicist, feminist, post-colonial, and psychological) to evaluate the literature.
3. identifying relevant literary, historical, political, philosophical, and multicultural issues reflected in the literature.
4. analyzing the literature through interpretations and arguments in written and oral forms.
5. collaborating in clarifying, explaining, and resolving interpretive issues or problems.

B. Acquire knowledge of the historical and cultural period, major writers, and key texts and documents of British literature from the mid-seventeenth century to the early nineteenth century by:

1. studying at least six major authors (Dryden, Behn, Pope, Swift, Wordsworth, Mary Shelley, etc.)
2. tracing the emergence and development of literary styles (e.g., the Gothic), major genres (verse epic, satire, the ode, etc.), and forms (popular prose essay, the novel) during this period.
3. applying appropriate critical frameworks to the literature of this period, such as formalist, historicist, feminist, colonial, etc.)
4. tracing the development and emergence of an English "subjective voice" in Romantic literary works as a response to/reaction against the Enlightenment and political revolution in France, America, etc.
5. analyzing the influence of rich and diverse Continental and colonial sources, as well as the rise of mass literacy following the Industrial Revolution.
6. investigating the emergence of non-traditional "voices," e.g. female authorship, colonial texts, etc.
7. analyzing dominant ethical, philosophical, and religious perspectives (e.g., Burke's).

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

Matching course component(s):

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

Matching course component(s):

2. Course Objectives--

The student will be able to:

A. Develop critical thinking skills by:

4. analyzing the literature through interpretations and arguments in written and oral forms.

4. Course Content (Body of knowledge) -

C. Class activities

4. Written response to works under study

6. Methods of Evaluation -

A. Comprehensive midterm and final examinations

B. Critical essays (at least one formal paper)

D. Class presentations

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

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Matching course component(s):

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

Matching course component(s):

Requesting Faculty: Kella Svetich

Date: 1/15/12

Division Curr Rep: Scott Lankford

Date: 1/31/12

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/24/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 3 - World Myths in Literature, Arts and Film

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

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Course Number & Title: HUMN 3 - World Myths in Literature, Arts and Film

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

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

Matching course objective(s):

(From Section 2 unless otherwise noted)

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. recognize mythological themes in high and low modern culture, including architecture, literature, music, cartoons and particularly film.
- G. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- H. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.

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

Matching course objective(s):

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D. analyze how myths relate to rituals and morality.

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- G. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- B. identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

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

Matching course objective(s):

- A. identify some major theories of myth interpretation.
- B. analyze how myths function as building blocks of culture.
- C. interpret mythic metaphors symbols, and analogies.
- D. analyze how myths relate to rituals and morality.
- E. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- F. analyze how adaptations of myths seek to reflect, classify and define the cultural and social

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experiences of an age.

- G.** identify how adaptations of mythology inspires and informs the various movie genres (Action Adventure, Drama, Romance, Romantic Comedy, Comedy, Science Fiction and Fantasy).

C. Adaptations of Myths

1. Architecture
2. Literature
3. Music
4. Cartoons

E. Adaptations of myths in various movie genres

1. Action Adventure
2. Drama
3. Romance
4. Romantic Comedy
5. Comedy,
6. Science Fiction
7. Fantasy

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

Matching course objective(s):

- A.** analyze how myths function as building blocks of culture.
- B.** interpret mythic metaphors symbols, and analogies.
- C.** analyze how myths relate to rituals and morality.
- D.** compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E.** analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.
- A.** Examples of classical myths and those of other cultures (e.g., Native American, Norse, Celtic, Egyptian, African, etc.) such as
 1. Epic of Gilgamesh
 2. Enumah Elish
 3. Pandora
 4. Prometheus
 5. Odysseus
 6. Hahgwehdiyu (Iroquois mythology)
 7. Four Worlds (Hopi Creation myth)
 8. Trentren Vilu and Caicai Vilu (Southamerican creation myth)

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

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Matching course objective(s):

- A. analyze how myths function as building blocks of culture.
- B. interpret mythic metaphors symbols, and analogies.
- C. analyze how myths relate to rituals and morality.
- D. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.

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

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

Matching course objective(s):

6. Method of Evaluation:
Formal Essay

12. Examples of Required Readings and Writing Assignments:
Weekly one to two-page essays requiring summary, interpretation, analysis, and synthesis of both original and secondary texts.

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

Matching course objective(s):

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

Matching course objective(s):

6. Method of Evaluation: Formal Essay

- A. analyze how myths function as building blocks of culture.
- B. interpret mythic metaphors symbols, and analogies.
- C. analyze how myths relate to rituals and morality.
- D. compare and contrast characters, events, symbols, and motifs in various myths and their adaptations.
- E. analyze how adaptations of myths seek to reflect, classify and define the cultural and social experiences of an age.

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

Matching course objective(s):

A. analyze how myths relate to rituals and morality.

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

Requesting Faculty: Falk Cammin _____ Date: 5/22/12 _____

Division Curr Rep: Kella Svetich _____ Date: 5/23/2012 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/24/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 4 - TRAUMA AND THE ARTS

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: HUMN 4 - Trauma and the Arts

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

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

Matching course objective(s):

(From Section 2 unless otherwise noted)

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual

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representation.

- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.

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

Matching course objective(s):

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
- B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
- C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
- D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
- E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.

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

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

Matching course objective(s):

- F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.
- 6. Method of Evaluation: Formal Essay

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

Matching course objective(s):

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.
 - B. Develop correlations between historical, philosophical and cultural contexts and artistic mediums in representing violence and trauma.
 - C. Apply criteria of cultural and aesthetic (philosophical) analysis to art works depicting violence and trauma from various historical and cultural backgrounds.
 - D. Trace how aesthetic representation of violence and trauma reflects and shapes national discourse.
 - E. Identify and evaluate aesthetic experiences of violence and trauma and formulate reactions to these experiences.
 - F. Demonstrate via discussion and in writing an awareness of the ways in which ideological and cultural viewpoints shape the representation and reception of art depicting violence and trauma.
6. Method of Evaluation: Formal Essay

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

Matching course objective(s):

- A. Distinguish the subtlety and complexity with which cultural ideas and values related to violence and trauma are disseminated, encoded and reinforced through literature and visual representation.

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

Requesting Faculty: Falk Cammin _____ Date: 5/22/12 _____

Division Curr Rep: Kella Svetich _____ Date: 5/23/2012 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/24/13

Comments:

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: Music 7E THE HISTORY OF THE BLUES

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: MUSIC 7E History of the Blues _____

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s): 1. Description:

The History of the Blues is a research-based course that examines the geographical regions, social influences, technological innovations, and musical styles within the blues form. It is about the dissemination and popularization of the blues, the basic song form of African American origin that is marked by flatted "blue" notes. The course will cover the development of the blues in the United States throughout the 20th century. Emphasis will be on the creation of the 12 bar blues, its evolution into jazz, rhythm and blues, rock and roll, and its impact on social issues.

2A The student will be able to identify a blues scale and write out a basic 12 bar blues progression.

2B The student will be able to describe a typical AAB blues lyric phrase structure, a three-line stanza with the second line repeating the first.

2C The student will be able to identify major performers and instrumentalists of various blues styles (i.e. Classic Female Blues, Delta Blues, Chicago blues, etc.)

2F The student will be able to identify the parallel development of blues and technology from the evolution of the phonograph to present day innovations.

2I The student will be able to identify blues elements found in classical music (M. Ravel, D. Milhaud, G. Gershwin, and others)

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

Matching course component(s):

2I The student will be able to identify blues elements found in classical music (M. Ravel, D. Milhaud, G. Gershwin, and others)

4F Trace the rise in popularity of the American blues in Europe, and the blues revival in the 1960's.

4G Discuss the socio-economic and technological effects on the blues genre.

4J Read and respond to stories of violence and celebration, written by:

1. A young woman living in the 6th ward of pre-Katrina New Orleans, 2005

2. The History of Mary Prince, a West Indian Slave (1831), from Six Women's Slave Narratives

4L Understand the historical background and geography of the blues, beginning with the slave trade in the Ivory Coast and spreading throughout the United States.

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

Matching course component(s):

2F The student will be able to identify the parallel development of blues and technology from the

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evolution of the phonograph to present day innovations.

4F Trace the rise in popularity of the American blues in Europe, and the blues revival in the 1960's.

4N Research the subject matter of the blues lyric as a means to communicate hidden meanings (ex. the underground railroad), or spread news

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

Matching course component(s):

4I Integrate musical, historical, and cultural components of the blues study into oral and written essays and presentations.

4J Read and respond to stories of violence and celebration, written by:

1. a young woman living in the 6th ward of pre-Katrina New Orleans, 2005

2. The History of Mary Prince, a West Indian Slave (1831), from Six Women's Slave Narratives

4K Understand the contribution of polyrhythms from Africa and form from Europe

4L Understand the historical background and geography of the blues, beginning with the slave trade in the Ivory Coast and spreading throughout the United States.

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

Matching course component(s):

2I The student will be able to identify blues elements found in classical music (M. Ravel, D. Milhaud, G. Gershwin, and others)

4I Integrate musical, historical, and cultural components of the blues study into oral and written essays and presentations.

4N Research the subject matter of the blues lyric as a means to communicate hidden meanings (ex. the underground railroad), or spread news

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

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

Matching course component(s):

4J Read and respond to stories of violence and celebration, written by:

1. a young woman living in the 6th ward of pre-Katrina New Orleans, 2005

2. The History of Mary Prince, a West Indian Slave (1831), from Six Women's Slave Narratives

4L Understand the historical background and geography of the blues, beginning with the slave trade in the Ivory Coast and spreading throughout the United States.

4N Research the subject matter of the blues lyric as a means to communicate hidden meanings (ex. the underground railroad), or spread news

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

Matching course component(s):

4K Understand the contribution of polyrhythms from Africa and form from Europe

2A Identify a blues scale and write out a basic 12 bar blues progression.

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

Matching course component(s):

4N Research the subject matter of the blues lyric as a means to communicate hidden meanings (ex. the

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underground railroad), or spread news

2H Explore the relationship between jazz and urban blues.

2I Identify blues elements found in classical music (M. Ravel, D. Milhaud, G. Gershwin, and others)

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

Matching course component(s):

4I Integrate musical, historical, and cultural components of the blues study into oral and written essays and presentations.

4J Read and respond to stories of violence and celebration, written by:

1. a young woman living in the 6th ward of pre-Katrina New Orleans, 2005

2. The History of Mary Prince, a West Indian Slave (1831), from Six Women's Slave Narratives

4K Understand the contribution of polyrhythms from Africa and form from Europe

4L Understand the historical background and geography of the blues, beginning with the slave trade in the Ivory Coast and spreading throughout the United States.

4M Establish a "sense of place" and identify with the cultural context of the blues by reading personal narratives.

4N Research the subject matter of the blues lyric as a means to communicate hidden meanings (ex. the underground railroad), or spread news

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

Matching course component(s):

6A Writing

1. Chapter review sheets

2. CD Song comparison essay

3. Lyric analysis essay

4. Instrumental analysis essay

5. 10 history and debate responses

12 A Essay on Blues Lyrics: Similarities and Differences

12B Children's Book on a Blues Musician

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

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

Matching course component(s):

6A Writing

1. Chapter review sheets

2. CD Song comparison essay

3. Lyric analysis essay

4. Instrumental analysis essay

5. 10 history and debate responses

6B Research Projects

1. Oral presentation on a blues performer

2. Creation of a children's book on a blues performer

3. Songwriting project

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6C Tests

1. 3 written tests (essays, matching, and multiple choice questions)
2. listening: musical style, performer, and era identification

7A Text: Brackett, David. *The Pop, Rock, and Soul Reader: Histories and Debates*, Oxford University Press, 2009

7B Text: Wyman, Bill. *Bill Wyman's Blues Odyssey: A Journey to Music's Heart and Soul*, Dorling Kindersley Publishing; New York, 2001

12 A Essay on Blues Lyrics: Similarities and Differences

12B Children's Book on a Blues Musician

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

Matching course component(s):

2A Identify a blues scale and write out a basic 12 bar blues progression.

4A#1 Note values, meter, I-IV-V chord theory, transposition, and ear training

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

Matching course component(s):

6A Writing

1. Chapter review sheets
2. CD Song comparison essay
3. Lyric analysis essay
4. Instrumental analysis essay
5. 10 history and debate responses

12 A Essay on Blues Lyrics: Similarities and Differences

12B Children's Book on a Blues Musician

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

Matching course component(s): 1. Description:

The History of the Blues is a research-based course that examines the geographical regions, social influences, technological innovations, and musical styles within the blues form. It is about the dissemination and popularization of the blues, the basic song form of African American origin that is marked by flatted "blue" notes. The course will cover the development of the blues in the United States throughout the 20th century. Emphasis will be on the creation of the 12 bar blues, its evolution into jazz, rhythm and blues, rock and roll, and its impact on social issues.

2C Identify major performers and instrumentalists of various blues styles (i.e. Classic Female Blues, Delta Blues, Chicago blues, etc.)

2I Identify blues elements found in classical music (M. Ravel, D. Milhaud, G. Gershwin, and others)

4G Discuss the socio-economic and technological effects on the blues genre.

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

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

Matching course component(s):

2F Identify the parallel development of blues and technology from the evolution of the phonograph to present day innovations.

10 Lab Content:

In Etudes, there will be 12 one-hour lab assignments where the student will find the reading and listening material for each week under "Modules." After completing the reading, students will be asked to complete an activity by responding to questions they will find under "Assignments, Tests, and Surveys." Each week is worth 20 points. The lab is a supervised extension of the grade and starts in week one. They will have one week to submit each lab assignment as they mainly move in parallel to the lectures and are intended to delve into a deeper level of personal enrichment and discovery. The intent of the lab is to integrate the history of pop music with society and technology. Through the lab, we will travel to far away museums, incorporate news media and current events, and review concerts. Within each lab there will be a variety of compelling historic websites and Youtube clips for you to enjoy and be tested on. Some of the activities for example, will include reading bios from The Rock and Roll Hall of Fame website, reviewing recordings from Sun and other Race Records Studios, researching life on plantations, or reading and listening to interviews from NPR or The Smithsonian. The method by which student's will earn the points will be through multiple choice, true and false statements, essays, or opinions.

Requesting Faculty: Janis Stevenson _____ Date: January 27, 2013 _____

Division Curr Rep: _____ Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Sub-committee approval, Kay Thornton and Hilary Gomes, 1/30/13

Comments:

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

General Education Review Request

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Course Number & Title: THTR/MUS 2F History of American Musical Theatre _____

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area I - Humanities:

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

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

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

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

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

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

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Course Number & Title: THTR/MUS 2F History of American Musical Theatre

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

Depth Map: Must include the following:

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

Matching course component(s):

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

1. An introductory survey of the history of the American musical theatre genre. Includes roots in British music halls, Viennese operetta and African American jazz through the “golden age” of the musical and up to the contemporary Broadway stage.

2B. Apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2C. Trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time

1. Emphasis will be placed on genres and styles, as well as the key composers, lyricists, librettists, directors, producers, designers, choreographers and performers.

1. Examines how the musical mirrors contemporary social and political events.

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

1. Examines how the musical mirrors contemporary social and political events from the early 20th century to the present day.

2A. Identification of various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

2C. Trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2F. Use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

1. An introductory survey of the history of the American musical theatre genre. Includes roots in British music halls, Viennese operetta and African American jazz through the “golden age” of the musical and up to the contemporary Broadway stage. Emphasis will be placed on genres and styles, as well as the key composers, lyricists, librettists, directors, producers, designers, choreographers and performers. Examines how the musical mirrors contemporary social and political events.

2A. Identify various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

2B. Apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2C. Trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2D. Compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots.

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

2A. Identify various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

2B. Apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2C. Trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2D. Compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots.

2E. Think critically to analyze and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

2F. Use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

2A. Identify various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

12A. Weekly readings from the textbook and other outside sources such as historical reviews of musical

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studied.

12B. Writing musical theatre performance reports, individual research projects, historical/analytical papers

12C. Answering synthesis questions based on the readings and lectures

2B. Apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2C. Trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2A. Identify various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

4A. Elements of the musical (score, lyrics, book, directors, staging, dance, actors, design)

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

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 2B: apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2D: compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 2A: identify various musical theatre styles; use this knowledge to extend and enrich music comprehension and enjoyment.

2D: compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots

2F: use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied.

4A: Elements of the musical (score, lyrics, book, directors, staging, dance, actors, design)

4B. Roots: Operetta, Minstrel shows and Revues, Ziegfield, Jolson, Cohan

4C. Musicals in the 1920s and 30s: Broadway and the radio, political satire and the Depression, Showboat, the Gershwins, Cole Porter, Federal Theater Project, musical films

4D. 1940s and 50s: WWII and the rise of Rodgers and Hammerstein, Agnes DeMille

4E. 1950's: Rodgers and Hammerstein, Gypsy, Guys and Dolls, West Side Story

4F. 1960s: Hello Dolly, My Fair Lady and transition to rock 'n' roll on stage: Hair, Pippin.

4G. 1970s: Sondheim transforms the genre

4H. 1970s and 80s: Kander & Ebb, Cabaret, Chorus Line, Evita

4I. 1980s: the rise of commercial musicals: Phantom of the Opera and Les Miserable

4J. 1990s: Rent, Disney transforms 42nd Street, Ragtime / multi-cultural casting

K. 2000 and beyond: Juke Box musicals, Wicked, multi-media musicals, translating films to the Broadway stage

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

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Please see course outline 2B: apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2D: compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots

2F: use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied.

4A: Elements of the musical (score, lyrics, book, directors, staging, dance, actors, design)

4B. Roots: Operetta, Minstrel shows and Revues, Ziegfield, Jolson, Cohan

4C. Musicals in the 1920s and 30s: Broadway and the radio, political satire and the Depression, Showboat, the Gershwins, Cole Porter, Federal Theater Project, musical films

4D. 1940s and 50s: WWII and the rise of Rodgers and Hammerstein, Agnes DeMille

4E. 1950's: Rodgers and Hammerstein, Gypsy, Guys and Dolls, West Side Story

4F. 1960s: Hello Dolly, My Fair Lady and transition to rock ,fòn' roll on stage: Hair, Pippin.

4G. 1970s: Sondheim transforms the genre

4H. 1970s and 80s: Kander & Ebb, Cabaret, Chorus Line, Evita

4I. 1980s: the rise of commercial musicals: Phantom of the Opera and Les Miserable

4J. 1990s: Rent, Disney transforms 42nd Street, Ragtime / multi-cultural casting

4K. 2000 and beyond: Juke Box musicals, Wicked, multi-media musicals, translating films to the Broadway stage

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 2B: apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2C: trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2F: use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied.

4B. Roots: Operetta, Minstrel shows and Revues, Ziegfield, Jolson, Cohan

4C. Musicals in the 1920s and 30s: Broadway and the radio, political satire and the Depression, Showboat, the Gershwins, Cole Porter, Federal Theater Project, musical films

4J: 1990s: Rent, Disney transforms 42nd Street, Ragtime / multi-cultural casting

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 1: An introductory survey of the history of the American musical theatre genre. Includes roots in British music halls, Viennese operetta and African American jazz through the “golden age” of the musical and up to the contemporary Broadway stage. Emphasis will be placed on genres and styles, as well as the key composers, lyricists, librettists, directors, producers, designers, choreographers and performers. Examines how the musical mirrors contemporary social and political events.

2B: apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2D: compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots

2E: think critically to analyze and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

12B: Writing musical theatre performance reports, individual research projects, historical/analytical papers

12C: Answering synthesis questions based on the readings and lectures

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

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 2B: apply knowledge of musical theatre style to identify various pieces of musical theatre by historical period, genre and literary source material.

2D: compare and contrast repertoire of musicals through familiarity with a broad sampling of works, composers, styles and genres, and literary roots

2E: think critically to analyze and critique good performance from bad from the perspectives of artistic quality and appropriate historical performance practice.

10: Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding musical theatre genre, and style. These activities are delivered through online audio and video clips and on reserve in the Media Center. Additional opportunities are provided through critical analysis of live musical theatre performances, films and documentaries. Learning is assessed in weekly module quizzes and essays.

12A: Weekly readings from the textbook and other outside sources such as historical reviews of musical studied.

12B: Writing musical theatre performance reports, individual research projects, historical/analytical papers

12C: Answering synthesis questions based on the readings and lectures

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

Matching course component(s): n/a

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 12A: Weekly readings from the textbook and other outside sources such as historical reviews of musical studied.

12B: Writing musical theatre performance reports, individual research projects, historical/analytical papers

12C: Answering synthesis questions based on the readings and lectures

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 2C: trace and describe the historical development of American musical theatre style in relation to the political, economic, social, religious developments and values of the time.

2F: use this knowledge to deepen their appreciation of the ways in which music and theatre can be a powerful tool for communicating our common humanity within the diverse cultural, social and economic content studied.

4J: 1990s: Rent, Disney transforms 42nd Street, Ragtime / multi-cultural casting

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

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

Matching course component(s): THTR/MUS 2F History of American Musical Theatre

Please see course outline 10: Laboratory activities are provided for students to practice and apply their theoretical knowledge regarding musical theatre genre, and style. These activities are delivered through online audio and video clips and on reserve in the Media Center. Additional opportunities are provided through critical analysis of live musical theatre performances, films and documentaries. Learning is assessed in weekly module quizzes and essays.

12B: Writing musical theatre performance reports, individual research projects, historical/analytical papers

All student are given an online tutorial on ethical standards of research.

Requesting Faculty: Milissa Carey _____

Date: March 10, 2012 _____

Division Curr Rep: R Hartwell _____

Date: March 10, 2012 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Approved by sub-committee, Kay Thornton and Hilary Gomes, 1/25/13

Comments:

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

General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 1A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 1A OBJECT-ORIENTED PROGRAMMING METHODOLOGIES IN JAVA

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

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2P Solve problems that have origins in a variety of disciplines including math, science, the Internet and business.

4P 1-7: Applications used throughout course in selected areas Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

4I 1: Separation of computation and I/O

2G: Define, analyze and code the basic Java conditional and iterative control structures and explain how they can be nested.

10K: Evaluate and comment on other students' user-interaction plan.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2G: Define, analyze and code the basic Java conditional and iterative control structures and explain how they can be nested.

6B: Written laboratory assignments which include source code, sample runs and documentation.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2C: Produce clearly written code in an industry standard style appropriate for Java.

2N: Explain what an algorithm is and give examples of how algorithms are implemented in a Java program.

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AREA V – COMMUNICATION & ANALYTICAL THINKING

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

1: Concept topics include code style, documentation.

2G: Define, analyze and code the basic Java conditional and iterative control structures and explain how they can be nested

C6. Identify goals when applying analytical skills

Matching course component(s):

2B: Describe the Java software development life cycle from concept design through documentation, testing and maintenance

C7. Recognize limitations of applicable methodologies

Matching course component(s):

2M: Explain how errors can be reported to the calling function.

4B-6: Compiler errors vs. run-time errors

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

2A: Describe the basic components of the Java software development environment.

10A: Familiarization with the beginning-level online lab environment. Modify and customize the settings of an Integrated Development Environment (IDE). Use the IDE to create a new programming project.

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

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

Matching course component(s):

40 3: Essential examples and Assignment Areas - User interaction

2K: Produce a program that interacts with the user using intermediate GUI elements such as buttons and text-boxes.

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AREA V – COMMUNICATION & ANALYTICAL THINKING

10D 2: Evaluate and comment on other students' user-interaction plan.

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

Matching course component(s):

4E-1: Numeric operators and expressions.

4J-1: Encapsulation of member data

4H-1: Methods and Functional Programming, 1. Parameter passing, 2. Functional returns.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

4B-6, 7: Compiler errors vs. run-time errors, Debugging strategies

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

Matching course component(s):

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

Matching course component(s):

4B1-5: The Software Development Life-Cycle, Overview of design, Overview of development, Overview of documentation, Overview of testing, Overview of maintenance, Compiler errors vs. run-time errors, Debugging strategies

Requesting Faculty: Michael Loeff _____ Date: March 28, 2012 _____
Division Curr Rep: Marnie Francisco _____ Date: April 2, 2012 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Simon Pennington and Marnie Francisco Jan 24, 2013

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

Comments:

We recommend that this course be approved for area 5 GE at Foothill.

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

General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 1B INTERMEDIATE SOFTWARE DESIGN IN JAVA

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 1B INTERMEDIATE SOFTWARE DESIGN IN JAVA

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

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2Q Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4Q 1-7: Applications used throughout course in selected areas Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

4I 2: Inner classes in event-driven GUI (Graphical User Interface) programs

4Q 2, 3: Essential examples and Assignment Areas: Numeric computation, User interaction.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2C: Analyze and demonstrate the use of multi-dimensional arrays in Java.

6B: Written laboratory assignments which include source code, sample runs and documentation.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2G: Explain how guarded code is implemented in Java through exceptions.

2K: Produce end-user programs which feature event-driven techniques that provide a sensible and easy-to-use GUI.

Depth Map: should include some or all:

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AREA V – COMMUNICATION & ANALYTICAL THINKING

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

9D: In person or on-line discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.

2N: Define various types of Java generics and show how each is specialized to a class by the client program.

C6. Identify goals when applying analytical skills

Matching course component(s):

9B 1: Here, the students will review the specification of each programming assignment.

C7. Recognize limitations of applicable methodologies

Matching course component(s):

2G 1-4: Built-in Java exception ["exception = error/problem"] classes; User-defined exceptions; When to re-throw and when to handle an exception; Alternatives to exceptions.

10C-3: Use the IDE to debug errors in multi-dimensional arrays.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

2A: Configure a Java Development Kit (JDK) and Integrated Development Environment (IDE) for advanced Java programming.

10A 1-2: Familiarization with the intermediate-level online lab environment. Modify and customize project-specific and global settings of an Integrated Development Environment (IDE). Use the IDE to create multi-file programming projects..

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

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

Matching course component(s):

2Q: Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet

10D 4: Produce clear program runs which demonstrate that the algorithm addresses a variety of

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

cases and/or input states.

10D 2: Evaluate and comment on other students' user-interaction plan.

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

Matching course component(s):

2J: Demonstrate a working knowledge of basic abstract data types and their Java-based API classes.

4H-1: Non-decimal arithmetic ; Bitwise numeric operators.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

10C 4: Solve problems using fixed-size and dynamic sized arrays, as appropriate

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

Matching course component(s):

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

Matching course component(s):

2Q Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet

4A 1-3: Setting up a complete Java environment. The JDK [Java Development Kit]; Eclipse; Configuring the IDE [Integrated Development Environment] for advanced Java programming.

Requesting Faculty: Michael Loceff _____ Date: March 28, 2012 _____

Division Curr Rep: Marnie Francisco _____ Date: April 2, 2012 _____

REVIEW COMMITTEE USE ONLY:

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

Review Committee Members:

Simon Pennington and Marnie Francisco Jan 24, 2013

Comments:

We recommend that this course be accepted for area 5 GE

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

General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 1C ADVANCED DATA STRUCTURES AND ALGORITHMS IN JAVA

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: 1C ADVANCED DATA STRUCTURES AND ALGORITHMS IN JAVA

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

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2P: Write ADTs and algorithms in Java that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4P 1-7: Applications used throughout course in selected areas: Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

10I 2: Write one of the common algorithms for graphs: shortest path, maximum flow or minimum spanning tree.

1: Analysis of all major sorting techniques, top down splaying, AVL tree balancing, shortest path algorithms.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2A: Implement a vector abstract data type (ADT) and its associated iterator from scratch, and compare the performance to built-in java.util ArrayList.

2H: Describe the advantages of balanced trees and analyze the performance of AVL trees.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2L: Analyze, classify and measure the main non-NlogN sorts and write a clear report of the results.

2M: Implement a Java Quicksort and at least one other NlogN sort and compare the results as the number of data items approaches infinity.

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AREA V – COMMUNICATION & ANALYTICAL THINKING

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

9D: In person or on-line discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.

1: Concept topics include searching, big-O time complexity, analysis of all major sorting techniques.

C6. Identify goals when applying analytical skills

Matching course component(s):

9B 1: Here, the students will review the specification of each programming assignment.

C7. Recognize limitations of applicable methodologies

Matching course component(s):

4D 7: Improper use of recursion leading to exponential time complexity.

10C-3: Describe the largest size data set that the computer can handle without running out of memory or taking an unreasonable amount of time..

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

1: Coding topics include the development of ADTs from scratch, building ADTs on top of the java.util collections.

2: Implement a linked-list ADT and its associated iterator from scratch, and compare the performance to built-in java.util LinkedList.

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

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

Matching course component(s):

2P: Write ADTs and algorithms in Java that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet

10B 3: Try different sized data for the linked-list and demonstrate that it handles growth properly.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

10C 4: Compare the expected growth rate with the observed growth rate.

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

Matching course component(s):

10E 2: Use recursion as appropriate for some of the balanced tree methods.

10F 3: Using a large data set, demonstrate that near-constant time access is produced by the hashing function and hash table.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10G 3: Compare the known time complexity of that algorithm with what you observe using increasingly larger data sets.

10I 3: Discuss the problems that arise when debugging labs which involve data structures as complex as graph theoretic algorithms.

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

Matching course component(s):

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

Matching course component(s):

4P 1-7: Applications used throughout the course in selected areas: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4O 3: Maximum flow graphs and their algorithms.

Requesting Faculty: Michael Loceff _____ Date: March 28, 2012 _____
Division Curr Rep: Marnie Francisco _____ Date: April 2, 2012 _____

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Simon Pennington and Marnie Francisco Jan 24, 2013

Comments:

We recommend that this course be accepted for area 5 GE

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

General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 2B INTERMEDIATE SOFTWARE DESIGN IN C++

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 2B INTERMEDIATE SOFTWARE DESIGN IN C++

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

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2R: Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4R 1-7: Applications used throughout course in selected areas. Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

4Q 2, 3: Essential examples and Assignment Areas: Numeric computation, User interaction.

4I 1-3: Non-decimal arithmetic: Bitwise numeric operators; Bitwise logical operators; Binary and hexadecimal constants.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2C: Analyze and demonstrate the use of dynamic and static C++ multi-dimensional arrays.

6B: Written laboratory assignments which include source code, sample runs and documentation.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2G: Explain how guarded code is implemented in C++ through exceptions.

2O: Explain the use of multiple inheritance.

2L: Name the "Big Three" class methods in C++ and discuss the role of each.

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Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

9D: In person or on-line discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.

2N: Define various types of C++ template classes and show how each is specialized to a class by the client program.

C6. Identify goals when applying analytical skills

Matching course component(s):

9B 1: Here, the students will review the specification of each programming assignment.

C7. Recognize limitations of applicable methodologies

Matching course component(s):

4H 1-4: Built-in C++ exception ["exception = error/problem"] classes; Built-in C++ exception classes; User-defined exceptions; When to re-throw and when to handle an exception; Alternatives to exceptions.

10C-3: Use the IDE to debug errors in multi-dimensional arrays.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

2A: Configure a Java Development Kit (JDK) and Integrated Development Environment (IDE) for advanced C++ programming.

10A 1-2: Familiarization with the intermediate-level online lab environment. Modify and customize project-specific and global settings of an Integrated Development Environment (IDE); Use the IDE to create multi-file programming projects..

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

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

Matching course component(s):

2R: Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

10D 4: Produce clear program runs which demonstrate that the algorithm addresses a variety of cases and/or input states.

10D 2: Evaluate and comment on other students' user-interaction plan.

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

Matching course component(s):

2J: Demonstrate a working knowledge of basic abstract data types (ADTs) and produce examples of each

4I 1: Non-decimal arithmetic ; Bitwise numeric operators.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10D 2: Evaluate and comment on other students' user-interaction plan.

10C 4: Solve problems using fixed-size and dynamic sized arrays, as appropriate

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

Matching course component(s):

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

Matching course component(s):

2Q Write applications that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4A 1-3: Setting up a complete C++ environment. The Standard Template Library; Eclipse; Configuring the IDE [Integrated Development Environment] for advanced C++ programming.

Requesting Faculty: Micheal LocEFF _____

Date: March 28, 2012 _____

Division Curr Rep: Marnie Francisco _____

Date: April 2, 2012 _____

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Marnie Francisco and Simon Pennington

Comments:

We recommend that this course be approved for area 5 GE at Foothill Jan 29, 2013

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

General Education Review Request

AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: CS 2C ADVANCED DATA STRUCTURES AND ALGORITHMS IN C++

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area V - Communication & Analytical Thinking:

Communication and analytical thinking curricula foster the ability to communicate knowledge, information, ideas, and feelings, and enhance the ability to evaluate, solve problems, and make decisions.

To accomplish this, a course meeting the Communication and Analytical Thinking General Education Requirement **must** offer students the opportunity to:

- C1. Apply the analytical skills learned in the course to other disciplines;
- C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills;
- C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate;
- C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language.

Expected outcomes of a successful course in this area **should** include some or all of the following:

- C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position;
- C6. Identify goals when applying analytical skills;
- C7. Recognize limitations of applicable methodologies;
- C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Course Number & Title: 2C ADVANCED DATA STRUCTURES AND ALGORITHMS IN C++

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

Depth Map: Must include the following:

C1. Apply the analytical skills learned in the course to other disciplines

Matching course component(s):

2P: Write ADTs and algorithms in C++ that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4P 1-7: Applications used throughout course in selected areas: Math, Physics, Chemistry, Biology, Astronomy. Business and finance, Internet

C2. Develop competencies in communication or computation, and apply the appropriate technical, interpretive, and evaluative skills

Matching course component(s):

10I 2: Write one of the common algorithms for graphs: shortest path, maximum flow or minimum spanning tree.

1: Analysis of all major sorting techniques, top down splaying, AVL tree balancing, shortest path algorithms.

C3. Read, interpret, and analyze statements and then be able to express them in symbolic form when appropriate

Matching course component(s):

2A: Implement a vector abstract data type (ADT) and its associated iterator from scratch, and compare the performance to built-in C++ standard template library (STL) vector.

2H: Describe the advantages of balanced trees and analyze the performance of AVL trees.

C4. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

2L: Analyze, classify and measure the main non-NlogN sorts and write a clear report of the results.

2M: Implement a C++ Quicksort and at least one other NlogN sort and compare the results as the number of data items approaches infinity.

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

Depth Map: should include some or all:

C5. Critically assess other people's ideas; and organize, edit, and evaluate their own ideas in order to articulate a position

Matching course component(s):

9 D: In person or on-line discussion which engages students and instructor in an ongoing dialog pertaining to all aspects of designing, implementing and analyzing programs.

1: Concept topics include searching, big-O time complexity, analysis of all major sorting techniques.

C6. Identify goals when applying analytical skills

Matching course component(s):

9B 1: Here, the students will review the specification of each programming assignment.

C7. Recognize limitations of applicable methodologies

Matching course component(s):

4D 7: Improper use of recursion leading to exponential time complexity.

10C-3: Describe the largest size data set that the computer can handle without running out of memory or taking an unreasonable amount of time.

C8. Use current technologies for discovering information and techniques for communication, analysis, evaluation, problem solving, decision-making, and presentation

Matching course component(s):

1: Coding topics include the development of ADTs from scratch, building ADTs on top of the STL templates, vectors, lists, trees, maps, hashing functions and graphs.

2B: Implement a linked-list ADT and its associated iterator from scratch, and compare the performance to built-in C++ STL list.

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

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

Matching course component(s):

2P: Write ADTs and algorithms in C++ that solve problems in one or more application area: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet

General Education Review Request
AREA V – COMMUNICATION & ANALYTICAL THINKING

10B 3: Try different sized data for the linked-list and demonstrate that it handles growth properly.

10C 4: Compare the expected growth rate with the observed growth rate.

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

Matching course component(s):

10E 2: Use recursion as appropriate for some of the balanced tree methods.

10F 3: Using a large data set, demonstrate that near-constant time access is produced by the hashing function and hash table.

B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).

Matching course component(s):

10G 3: Compare the known time complexity of that algorithm with what you observe using increasingly larger data sets.

10I 3: Discuss the problems that arise when debugging labs which involve data structures as complex as graph theoretic algorithms.

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

Matching course component(s):

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

Matching course component(s):

4P 1-7: Applications used throughout the course in selected areas: mathematics, physics, chemistry, cellular automata, 3-D simulation, astronomy, biology, business, Internet.

4O 3: Maximum flow graphs and their algorithms.

Requesting Faculty: Michael Loceff _____ Date: March 28, 2012 _____

Division Curr Rep: Marnie Francisco _____ Date: April 2, 2012 _____

General Education Review Request
AREA V - COMMUNICATION & ANALYTICAL THINKING

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Simon Pennington and Marnie Francisco Jan 24, 2013

Comments:

We recommend that this course be accepted to area 5 GE.

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

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

Course #: ITRN 50

Division: BSS

Course Title: Internship

Catalog Description:

The internship is a structured worked experience with an organization or company external to the classroom. This activity primarily involves the student and faculty working with a third party. The primary management of the student's activities and the majority of the evaluation score is done by the third party offsite supervisor. The internship will address professional workplace skills in addition to targeted technical skills as appropriate for the students' field of study. Faculty works with the offsite supervisor to create an internship that is targeted at the student's skill level. The student will meet with their faculty supervisor 2-3 times per quarter to discuss issues of discipline professionalism, application of technical skills and professional code of ethics.

Explain briefly how the proposed course satisfies the following five criteria:

Criteria A. -- Appropriateness to Mission

1. The objectives of this course, as defined in the course outline, are consistent with the mission of the California Community Colleges as established by Education Code 66010.4, especially in that this course:

The internship is a structured worked experience with an organization or company external to the classroom. This activity primarily involves the student and faculty working with a third party.

2. *"A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members."*
Adopted June 24, 2009

This course is congruent with the Foothill College mission statement in that it:

Will provide students with Internships guided by various faculty in a specific discipline. This is Workforce oriented meeting WF as part of training our students to meet today's occupations.

Criteria B. -- Need (Explain)

This course provides the student an opportunity to translate knowledge provided in the classroom into the work environment.

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

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

_____ This course is not either degree-applicable or transferable as an articulated lower division major preparation requirement. ("55805.5. Types of Courses Appropriate to the Associate Degree" criteria does not apply.)

11/2/09

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

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

Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Glenn Violett _____ **Date: 1/25/13** _____

Division Curriculum Representative: John Fox _____ **Date: 1/28/13**

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

Program Remediation, Suspension & Discontinuance

Program Remediation

If remediation is the final recommendation after the program review has been evaluated, all of the following will occur:

- a. Program faculty and staff must collaborate with administrators to develop a remediation plan to address the area(s) of concern that explicitly identifies goals, benchmarks and timelines, and this plan must be accepted by PRC, PaRC and ultimately the president.
- b. The next program review must address implementation efforts and progress and will be reviewed by the PRC and ultimately PaRC. Programs on remediation that do not meet stated benchmark goals by the next cycle may be brought back to PaRC as a continued Yellow, or may be identified as Red in the next cycle.
- c. If PaRC affirms that a program is on continued yellow or red status, they may recommend to the president to extend the remediation plan for one more year, suspend the program for a year or to initiate the program discontinuance process.
- d. The President will either accept PaRC's recommendation, or explain his/her reasons for not accepting PaRC's recommendation.

Suspension

If suspension is the final recommendation, all of the following will occur.

- a. The college will follow Board Policy 6015 to allow for students to complete their educational plans through limited offerings, course substitutions or other agreed upon options and adhere to the communication guidelines and timelines with De Anza, the district, and the collective bargaining units.
- b. During the year suspension, the program will be evaluated again by PRC and assigned a green, yellow or red. PaRC can then recommend reactivation of the program or to initiate the program discontinuance process.
- c. Program faculty and staff must collaborate with administrators to develop a remediation plan to address the area(s) of concern that explicitly identifies goals, benchmarks and timelines, and this plan must be accepted by PRC, PaRC and ultimately the president.
- d. The President will either accept PaRC's recommendation, or explain his/her reasons for not accepting PaRC's recommendation.

Program Discontinuance (Instructional Programs)

If program discontinuance is the final recommendation, the following will occur:

- a. Instructional Program Discontinuance: As per Board Policy 6015 1.D (see full policy here), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units and collaborate on a plan to allow for students to complete their educational plans through limited offerings, course substitutions or other agreed upon options

Resource Reduction

In-Cycle Reduction

a. Administrative Unit: As per Board Policy 6015 1.D (see full policy here), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units.

b. Service Area: As per Board Policy 6015 1.D (see full policy here), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units. The decision will be accompanied with supporting data from program review, market trends and/or equity plan. An outline for the distribution of remaining duties or services will be provided as well as an assessment of impact on student success. After a decision had been made clear communication with the campus community will occur to make them aware of the reduction in services and their effect, including the timeline. Notification of the campus community should include updating pages that pertain to the reduction of services or resources on the Foothill College website.

Out of Cycle Reduction

a. The VP/dean of the area will meet with Cabinet to determine resources/amounts needed to reduce, will outline possibilities and share possible scenarios with PaRC without identifying names in the case of potential layoffs. The President will make a decision and share results with PaRC. The decision will be accompanied with supporting data from program review, market trends and/or equity plan. An outline for the distribution of remaining duties or services will be provided as well as an assessment of impact on student success. After a decision had been made clear communication with the campus community will occur to make them aware of the reduction in services and their effect, including the timeline. Notification of the campus community should include updating pages that pertain to the reduction of services or resources on the Foothill College website.

b. As per Board Policy 6015 1.D (see full policy here), the President will share the timeline with affected administrators, staff and faculty regarding the communication to APM and CAC for discussion and feedback, as well as provide written formal notice to program faculty and staff, and appropriate bargaining units.

Extreme Financial Hardship (District Wide)

In the event of an Extreme Financial Hardship (EFH), which is declared formally by the Board of Trustees, there will be a separate process to allow for expedient responses to budget and allocation needs. Once the Board of Trustees has formally declared an extreme financial hardship the college will follow the following process:

A) The President shall notify the college as a whole, as well as PaRC, that the official EFH has been formally declared by the Board.

B) The President and Cabinet will review the financial details of the announcement, including how much the college must cut, and the required timeline, and bring a preliminary discussion draft to PaRC. The discussion draft will address the potential steps that the college will take to address the EFH. The draft will identify areas of potential reductions incorporating data from program reviews, existing PRC summaries, and will include any other pertinent data.

C) This discussion draft, along with PaRC's questions and comments, will be circulated through the shared governance committees and groups.

D) To the extent that the timeline allows, PRC and PaRC will have the opportunity to suggest other alternatives, and to vet those with governance groups and stakeholders.


E) In the event that the timeline does not allow steps A-D to unfold, the Cabinet, including a faculty and a staff member from PaRC, and/or a designee appointed by the Academic or Classified Senate, respectively, could take immediate steps


Foothill College Prerequisite/Co-requisite/Advisory Implementation Plan


1. Method of identification of courses that may need a pre- or co-requisite
 - a. For brand new courses, discipline faculty can identify potential need for a prerequisite based on:
 - i. content review of the proposed COR,
 - ii. comparison with similar courses at other schools or within the C-ID system
 - iii. review of requirements in statute or regulation*
 - iv. review baccalaureate institution requirements (i.e. four-year institutions will not grant credit without the pre- or co-requisite course)*
 - v. *further content review is not required in these two cases
 - vi. if the course is part of a closely-related lecture-lab course pairing within a discipline, content review is not required
 - b. For already existing courses, discipline faculty can identify potential need for a prerequisite based on:
 - i. past experiences teaching the course
 - ii. reviewing student success data from program review and/or Student Learning Outcome Assessment/Reflection data, and/or
 - iii. comparison with similar courses at other schools or within the C-ID system
2. Once faculty identify a course (the “target course”) that may need a new pre- or co-requisite, a rigorous content review process is used:
 - a. Discipline faculty review the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to identify the skills and knowledge students must have prior to enrolling in the target course.
 - b. If the target course may need a pre- or co-requisite within the same discipline (e.g. a history class needs a history prerequisite), discipline faculty use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
 - c. If the target course may need an interdisciplinary pre- or co-requisite in mathematics, or English, (e.g. a biology class needs a mathematics prerequisite), discipline faculty consult directly with mathematics and/or English faculty to use Course Outlines of Record to identify the appropriate pre- or co-requisite course(s)
 - d. Faculty should consider whether an entire pre- or co-requisite class is truly necessary for student success in the target course, or whether another alternative might be viable. Such alternatives may include small unit “booster” courses, designating a short period of class time for math or English faculty to teach the concepts, etc.
 - e. Once the appropriate pre- or co-requisite course has been identified, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.


- f. All of the above steps must be documented on the “Pre- or Co-requisite Content Review Addendum” for review and approval by the appropriate Division Curriculum Committee
3. Once discipline faculty have completed the content review process and the Division Curriculum Committee have vetted that the proposed pre/co-requisite is necessary and appropriate for student success:
 - a. the Division Curriculum Committee will consult with the Division Dean and Vice President of Instruction to assure that the college is offering sufficient sections of the pre/co-requisite courses, as well as courses without pre/co-requisites
 - b. the Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting
4. Faculty who are new to their Division Curriculum Committee members and/or College Curriculum Committee will complete training about pre/co-requisite content review implementation
 - a. How often?
 - b. Mechanism? Is reading the plan enough? Attend (SHORT!) live training session?
5. Research used to monitor impact of pre/co-requisites
6. Ongoing content review
 - a. Each time faculty review a course for Title 5 compliance during the regular, established compliance review cycle, rigorous content review will be utilized to verify that previously established pre/co-requisite(s) are still necessary and appropriate
 - i. Review of the target course’s Course Outline of Record, course syllabus, exams, assignments, and grading criteria to verify that previously identified requisite skills and knowledge remain evident
 - ii. Review of impact data

GE Patterns Comparison

	Title 5 §55063	Foothill GE	IGETC (may be certified for UC or CSU)	CSU GE (Certification)
Total units required	Minimum of 27 units	Minimum 30-35 units	Minimum of 49	Minimum 58 (lower division) units required for certification. Minimum 72 units req'd to complete pattern (difference coming from upper division coursework)
Natural Sciences area	Minimum of 4 units	Minimum one course, must include lab	Area 5. Minimum 2 courses, one from each subarea. At least one must include a lab.	Area B. Minimum of 12-15 units total with at least one course from B1, 2, & 4; either B1 or B2 must include a lab
• Physical science	-	-	Minimum one course (5A: Physical science)	Minimum one course (B1: Physical science)
• Life science	-	-	Minimum one course (5B: Biological science)	Minimum one course (B2: Life science)
Social & Behavioral Sciences area	Minimum of 4 units	Minimum one course.	Area 4. Minimum 3 courses from two academic disciplines	Area D. Minimum 12-15 units to be taken in more than one subarea**
Humanities Area	Minimum of 4 units	Minimum one course	Area 3. Minimum 3 courses (at least one from each subarea)	Area C. Minimum 12-15 units (must include at least one course from C1 and one from C2)
• Arts	-	-	Minimum one course	Minimum one course

	Title 5 §55063	Foothill GE	IGETC (may be certified for UC <u>or</u> CSU)	CSU GE (Certification)
			(3A: Arts)	(C1: Arts)
• Humanities	-	-	Minimum one course (3B: Humanities)	Minimum one course (C2: Humanities)
Language and Rationality			Area 1. Minimum 2 courses for UC cert or 3 for CSU cert.	Area A. Minimum 12-15 units with one course from A1, A2 and A3
• English composition	Minimum of 4 units	Minimum one course	Minimum one course (1A: English Composition)	Minimum one course (A2: Written Communication)
• Communication & Analytical Thinking	Minimum of 4 units	Minimum one course (we combine comm and quantitative reasoning in same group)	Minimum one course (1B: Critical Thinking – English Composition)	Minimum one course (“A3: Critical Thinking”)
• Oral communication	-	-	Minimum one course <u>for CSU cert only</u> (1C: Oral Communication)	Minimum one course (A1: Oral Communication)
• Mathematics/ Quantitative Reasoning	-	-	Area 2. Minimum one course. Must explicitly have intermediate algebra prereq (or higher)	Minimum one course (B4: Math/ Quantitative Reasoning); must have explicit intermediate algebra prereq (or higher)
Ethnic Studies	“ES will be offered in at least one” of the T5-specified GE areas: Natural sciences;	Minimum one course specifically designated as meeting U.S. Cultures & Communities criteria.	NO IGETC requirement (i.e. NOT required for IGETC CSU certification.)	No specific requirement. Do have “U.S. History, Constitution, &

	Title 5 §55063	Foothill GE	IGETC (may be certified for UC <u>or</u> CSU)	CSU GE (Certification)
	Social/Behavioral sciences; Humanities, &/or Language/rationality. NO separate unit requirement. Lots of flexibility for local colleges to meet area.			American Ideals Requirement” (Title 5 Section 40404) and CSU campuses may permit up to 8 units taken to meet the to be credited toward also satisfying GE Breadth Requirements. NOT required for CSU-GE certification. Note that AI does NOT automatically equal Ethnic Studies
Lifelong Learning	No requirement	Minimum four units AND two courses from different academic departments	-	Minimum of 4-5 units (Area E: Lifelong Learning and Self-Development)
English minimum competency	“Freshman composition.” (Satisfied by English comp GE area)	Composition & Reading (ENGL 1A) or Advanced Composition & Reading (ESLL 26). Satisfied by English GE area.	Courses satisfying area 1A must be at the college level (nonremedial)	Entrance to CSU requires “basic competence in the English language... to a degree that may reasonably be expected of entering college students”
Math minimum competency	Intermediate Algebra. NOT included in the 27-unit minimum for	Intermediate Algebra (Math 105) OR Math 108 (Accelerated Algebra)	Not explicit but courses that satisfy Area B4 (Math) MUST have a	Courses that satisfy Area B4 (Math) MUST have a minimum

	Title 5 §55063	Foothill GE	IGETC (may be certified for UC <u>or</u> CSU)	CSU GE (Certification)
	GE pattern.	OR Math 17 (Integrated Statistics II). These units NOT included in 30-35 unit minimum for GE pattern.	minimum prereq of intermediate algebra	prereq of intermediate algebra
Language Other Than English	-	-	Area 6. Equivalent to two years of high school study in a language. For UC certification ONLY.	-
Upper-division unit requirement				Minimum 12 (B.Day quarter) units at the campus granting the degree
"Double Counting"?	<ul style="list-style-type: none"> • Same course CAN be used for both GE and major/AoE • Same course CANNOT be used for more than one of the T5-specified GE areas 		Double counting OK	<ul style="list-style-type: none"> • MAY count toward both GE and major reqs in some cases • Courses used towards US History req can also satisfy CSU-GE areas (up to 9 units)

- *all units in this table are quarter units unless specifically noted
- ** Subareas are Anthropology, Economics, Ethnic Studies***, Gender Studies***, Geography, History***, Interdisciplinary Social or Behavioral Science, Political Science/Government/Legal Institutions, Psychology, Sociology/Criminology
- *** Ethnic studies, gender studies, or history courses emphasizing artistic or humanistic perspectives may be categorized in Area C (instead)
- †To count towards IGETC, course must be minimum of 4 units (i.e. can't use four one-unit courses)

Implications of Transfer Degrees on these requirements

- Local CCC cannot impose additional GE requirements beyond those of CSU-Breadth or IGETC.
 - FH's U.S Cultures & Communities would go away b/c this is NOT part of CSU-GE (CSUs are negotiating their U.S. History, etc. requirement with the state.)
 - Not sure what will happen with Lifelong Learning requirement. NOT part of IGETC.

Resolution Regarding Process for New Course Creation

Whereas, courses must be created with careful consideration of how they align with the overall college mission and fit into the college's curricular offerings and the CCC has responsibility for coordinating the development of new curriculum between and among divisions,

Resolved that the Curriculum Team develop a brief user-friendly form that will guide CCC reps, deans, and faculty in presenting new (and/or radically-modified) course information concisely, and that CCC Rep(s) will briefly present this information at the next CCC meeting;

Resolved, that CCC members are responsible for carefully considering whether new courses might impact courses or curriculum in their own divisions and if so, for subsequently initiating communication with/between appropriate interdisciplinary faculty;

Resolved that any conflicts or concerns regarding potentially overlapping curriculum be resolved informally through discussions between relevant division/department faculty members; and,

Resolved that in accordance with "primary reliance," and only in those rare cases where department and/or division faculty cannot informally agree on how to resolve a potential conflict, the CCC will take a formal vote to decide the question.

11/6/12 CCC Meeting:

New Course Proposal Process: The CCC approved a modification to the process for proposing new courses. As soon as the completed New Course Proposal form is received by the Instruction Office, the faculty author can receive a course number and shell in C3MS to begin work if they wish. The new course proposal will still be presented at the next CCC meeting.

**Foothill College
College Curriculum Committee
New Course Proposal**

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

Date Proposal Given to Division CCC Rep:

Faculty Author:

Proposed Number:

Proposed Transferability:

Proposed Title:

Proposed Catalog Description:

Proposed Discipline:

Proposed Need/Justification Statement:

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

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification: