College Curriculum Committee

Meeting Agenda Package

September 24, 2024

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / **Time Keeper:** Victoria Martinez
Date: October 8, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
Location: VT-124

Vision:
Compton College will be the leading institution of student learning and success in higher education.

Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__; Ahmad Manzoor__; Michael Vanoverbeck__; Mayela Rodriguez__; Stefani Baez__; Susan Johnson__; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez__; Kendahl Radcliffe __; Nathan Lopez__; Paul Flor __; David McPatchell__; Noemi Monterosso__; Jesse Mills __; Bradfield Conn __; Lynn Chung __; Melain McIntosh__; Sheri Berger__; Maya Medina__; Shante Mumford__; and Charles Hobbs__.

AGENDA:

1. **Approval of Agenda:** October 8, 2024.

2. **Approval of Minutes:** September 24, 2024

3. **Reports and Follow-up Questions From Attendees:**
   a) Vice President, Academic Affairs
      - *Curriculum Training – Time Certain – 2:15 pm*
   b) Curriculum Analyst
   c) Articulation Officer
   d) Distance Education Faculty Coordinator
   e) SLO Coordinator

4. **Consent Agenda Item(s):**
   a) *Courses Revised for Common Course Numbering*
      COMM C1000 – Intro. To Public Speaking (formerly COMS 100)
      ENGL: C1000 – Academic Reading and Writing (formerly ENGL 101)
      ENGL: C1000E – Academic Reading and Writing (formerly ENGL 101E)
      ENGL: C1000H – Academic Reading and Writing (formerly ENGL 101H)
      ENGL: C1001 – Critical thinking and Composition (formerly ENGL 103)

ENGL: C1001H – Academic Reading and Writing (formerly ENGL 103H)

b) *Course Review – SLO Update; Distance Education Addendum*

ENGL 240 – American Literature I

c) *Course Review- Articulation/Transfer Review; Update Conditions of Enrollment/Requisites*

PSYC 120 – Introduction to Statistics and Data Analysis for the Behavioral Sciences

5. **Action Item(s):**
   a) To be determined

6. **Discussion Item(s):**
   a) To be determined

7. **Informational Items:**
   a) *College Curriculum Committee Vacancies*: STEM (1).

8. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**
   a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. **Public Comment(s):**
   a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / **Time Keeper:** None
Date: September 24, 2024 / **Time:** 2:00 p.m. - 3:30 p.m.
Location: VT-124

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees:

Curriculum Committee Chair (Vote only to break tie):
        Charles Hobbs_X_;
Voting Members:
        Victoria Martinez__; Ahmad Manzoor__; Michael Vanoverbeck_X_; Stefani Baez__; Susan Johnson_X_; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez_X_; Kendahl Radcliffe __; Nathan Lopez_X_; Paul Flor _X_; David McPatchell_X_; Noemi Monterosso_X_; Jesse Mills _X_; Bradfield Conn _X_; Lynn Chung _X_;
Non-Voting Members:
        Melain McIntosh_X_; Sheri Berger_X_; Maya Medina__; Shante Mumford__;

AGENDA:

Melaine M. Motioned to open meeting. Michael V. Seconded.
Call to order at 2:12pm
 	
   10. **Approval of Agenda:** September 24, 2024.
      • **Michael V. motioned to approve the agenda. Melain M. Seconded. Unanimously approved.**
 	
   11. **Approval of Minutes:** September 10, 2024.
      • **Brad C. motioned to approve the agenda. David M. Seconded. Unanimously approved.**
 	
      • **Jesse M. motioned to open reports 3a-3e. Nathan L. seconded.**

12. Reports and Follow-up Questions From Attendees:
    f) Vice President, Academic Affairs
        a. Phase 2 Courses and CID Numbers update
        b. Common Course Numbering and CalGETC
            i. Certification by June 30, 2025, is required to assess the impact on associate degrees for transfer.
            ii. Currently reviewing programs for any impact from changes in CalGETC and common course numbering.
    g) Curriculum Analyst (see Page 11)
    h) Articulation Officer
        a. Common Course Numbering Project Phase II Course update
            i. Important to fill out the survey that was emailed to you, if your discipline was listed.
    i) Distance Education Faculty Coordinator
    j) SLO Coordinator
        a. A new course report template and an SAO template have been developed.
        b. Discussion on implementing quality checks for SLO reports is planned.

- **Melain M. motioned to close reports. Jesse M. Seconded.**

- **Nathan L. motioned to open consent agenda item 4a-d. Brad C. seconded.**

13. Consent Agenda Item(s):
    a) New Course – Second Read: MATH 16C – Support for Calculus for Business and Social Sciences

- **Jose M. Motioned to approve consent agenda item 4a. David M. Seconded. Unanimous approval.**

    b) Course Reactivation: MATH 100- Supervised Tutoring: Mathematics
        a. Will provide FTES for the students that will be using math tutoring services.
        b. Title 5 allows for a Math and English tutoring service for apportionment.

- **Michael V. motioned to approve consent agenda item 4a. Jesse M. seconded. Unanimous approval.**

    c) Course Inactivation:
    ENGL 60 - Prewriting Workshop
    ENGL 61 - Test-Taking Strategies
    ENGL 62 - Vocabulary Building for College Students
    ENGL 63 - Spelling Techniques
    ENGL 64 - Memory Techniques
    ENGL 65 - Listening and Notetaking Strategies
    ENGL 66 - Sentence Errors and Punctuation
    ENGL 67 - Thinking Skills for College Courses

- **Melain M. moves to approve consent agenda item 4c. Nathan L. seconded. Unanimously approves.**

    d) Course Review – Revised Course Description ESTU 105—Chicano Cluture

- **Melain M. moves to approve consent agenda item 4d. Nathan L. seconded. Unanimously approves.**

- **Nathan L. motions to close consent agenda item 4a-d. Jesse M. Second**

- **Michael V. motioned to open action item 5a. Nathan L. seconded.**

14. **Action Item(s):**

a). Creation of a workgroup to discuss Title 5 changes (increasing GE education units from 18 to 21, adding health/PE to make a 24 unit minimum).
   - A list of representatives will be emailed to curriculum committee chair to move forward on this.
- **Melain M. to close Action Item 5a. Jesse M. seconded. Unanimously approves.**

- **Melain M. motions to open discussion item 6a. Nathan L. seconded.**

15. **Discussion Item(s):**

b) Backlog of courses in Curriqunet (lists attached to end of agenda)
- **Jesse M. motions to close discussion item 6a. Melain M. seconded.**

- **Melain M. motions to close discussion item 6a. Jesse M. seconded.**

16. **Informational Items:**

 b) *College Curriculum Committee Vacancies*: STEM (1).

- **Jesse M. motions to open discussion item 8a. Melain M. seconded.**

17. **College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):**

 b) CCC representatives may provide a comment or future agenda item recommendation(s).
- **Jesse M. motions to close discussion item 8a. Melain M. seconded.**

18. **Public Comment(s):**

b) Public comments may be presented by any person not on the CCC roster in attendance.

Meeting ended at 2:49pm

Course Revision (CCN): COMM C1000

Course Information
Course Discipline: COMM
Course Division: Fine Arts, Communication and Humanities
Course Number: C1000
Full Course Title: Introduction to Public Speaking
Short Title: Intro to Publc Speak
TOP Code: 150600 - Speech Communication
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Summer 2024
Board of Trustees Approval Date:
2024-05-21

Course Description
In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop, and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches.

Course Standards
Lecture Hours:
54.000
Activity Hours:
0.000

Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Foundational rhetorical theories, including the canons of rhetoric and Aristotelian proofs, as well as relevant principles of human communication
Approximate Time In Hours
3.00

Lecture
Outline
Critical analysis of historical and contemporary public discourse.
Approximate Time In Hours
2.00

Lecture
Outline
Ethical communication practices as senders and receivers.
Approximate Time In Hours
3.00
Lecture
Outline
Effective listening and principles of constructive feedback.

Approximate Time In Hours
3.00

Lecture
Outline
Rhetorical sensitivity to diverse audiences.
Approximate Time In Hours
3.00

Lecture
Outline
Adaptation to audiences, rhetorical situations, and purposes.
Approximate Time In Hours
4.00

Lecture
Outline
Types of speeches (for example, speeches to inform, persuade, entertain).
Approximate Time In Hours
7.00

Lecture
Outline
Outline and compose effective speeches based on purpose and appropriate subject matter, topic, thesis, and organizational patterns.
Approximate Time In Hours
3.00

Lecture
Outline
Research strategies for locating and critically evaluating ideas and information from primary and secondary sources
Approximate Time In Hours
4.00

Lecture
Outline
Use of credible evidence and sound reasoning to support a variety of claims, including appropriate written and oral citations.
Approximate Time In Hours
3.00

Lecture
Outline
Effective practice and delivery skills using various modes of delivery.
Approximate Time In Hours

2.00

Lecture
Outline
Effective verbal and nonverbal practices while delivering a speech.
Approximate Time In Hours
3.00

Lecture
Outline
Techniques for managing communication apprehension.
Approximate Time In Hours
2.00

Lecture
Outline
Delivery of a variety of student-composed speeches, including Informative and Persuasive speeches.
Approximate Time In Hours
12.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - o   4B – Language and Rationality – Communication and Analytical Thinking
2. **CSU GE:**
   - o   A1 - Oral Communication
3. **IGETC GE:**
   - o   1C - Oral Communication (CSU Requirement Only)
4. **Transfer and Articulation:**
   - o   **C-ID:** COMM 110

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Apply rhetorical theories to create and analyze public speeches in a variety of contexts including historical and/or contemporary.

Lecture
Formulate and implement effective research strategies to gather information and ideas from primary and secondary sources, evaluating them for credibility, accuracy, and relevancy.

Lecture
Employ sound reasoning and construct compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and purpose.

Lecture
Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason.

Lecture
Compose and deliver a variety of speeches, including Informative and Persuasive speeches, to a live audience (one to many) using effective delivery practices.

Lecture
Employ effective listening practices.

Lecture
Apply course concepts such as speech structure, use of supportive evidence, and delivery skills to evaluate peer speeches.

Student Learning Outcomes

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

1. Construct a speech that includes the necessary and appropriate structure based on the purpose of the presentation.

2. Design a culturally sensitive oral message clearly and effectively using relevant and adequate research based supporting evidence.

3. Demonstrate verbal and nonverbal delivery skills in concert with course instruction.

4. Demonstrate competence in the analysis and criticism of public communication.

5. Articulate the influence of culture and context on oral communication.

Methods of Instruction

Demonstration
Instructor creates sample speeches for students, including Introduction, body and conclusion, following the format described in lecture.

Discussion
Instructor provides sample Thesis Statements (many of them poorly written) and asks student to evaluate them.

Group Activities
Students will be asked to select light topics they are familiar with to practice writing Introductions and Conclusions in groups. Students will be assigned a logical pattern of organization of main points to create the Body of a speech following that particular pattern.

Lecture
Instructor will use detailed explanations and white board to instruct on each of the units of content for the course.

Multimedia presentations
Instructor will use PowerPoint, and videos to instruct and provide examples of speeches for student understanding and analysis.

Methods of Evaluation

Substantial writing assignments
Skills demonstrations
Exams/Quizzes
If you selected "Other", please provide details.
A minimum of three faculty-supervised, faculty-evaluated, oral presentations in front of a live audience (one to many), including an Informative speech of at least five minutes and a Persuasive speech of at least six minutes in length; speech outlines and works cited/references; critiques of speeches.

Typical Assignments

Some assignments require critical thinking:
Organize and deliver an informative speech. As part of this assignment:
a. identify credible primary sources (must be cited in outline and orally during presentation)

b. synthesize evidence to support claims
c. organize main ideas in one of the approved logical organizational patterns

d generate an outline based on the selected organizational pattern and evidence

e. practice

f. present speech in front of a live audience under faculty supervision

Reading Assignments:
Textbook chapters and numerous research articles

Writing Assignments:
Speech outlines, self-evaluations, peer evaluations, reflections of chapter readings with application.

Other Assignments:
In this assignment, you must present an six to eight minute persuasive presentation using no less than seven sources of information:

identify credible primary sources (must be cited in outline and orally during presentation)

b. synthesize evidence to support claims
c. organize main ideas in one of the approved logical organizational patterns

d generate an outline based on the selected organizational pattern and evidence

e. practice

f. present speech in front of a live audience under faculty supervision

Course Materials

Author: Stephen Lucas & Paul Stob
Title: The Art of Public Speaking
Edition: 2023
Publisher: McGraw- Hill
ISBN-13: 9781265455644
Year: 2023
Or Equivalent: No

Author: Mapes, M
Title: Speak Out, Call In
Edition: Latest
Publisher: Libre Texts
Year: 2022
Or Equivalent: Yes

Author: Barton and Tucker
Title: Exploring Public Speaking
Edition: Latest
Publisher: Libre Texts
Year: 2022
Or Equivalent: Yes

Author: Cunill. M.
Title: Fundamentals of Public Speaking. (Latest Edition)
Edition: Latest
Publisher: LumenLearning (OER)
Year: 2022
Or Equivalent: No

Author: Floyd, K.
Title: Public Speaking Matters
Edition: Latest
Publisher: McGraw-Hill
Year: 2022
Or Equivalent: No

Author: German, K.
Title: Pirnciples of Public Speaking
Edition: Latest
Publisher: Routledge
Year: 2022

Or Equivalent: No

Author: Hartranft, M. and Schreiber, L.
Title: The Public Speaking Project
Edition: Latest
Publisher: Libre Texts
Year: 2022
Or Equivalent: Yes

Other:
The Public Speaking Project
https://socialsci.libretexts.org/Bookshelves/Communication/Public_Speaking/Public_Speaking_(The_Publi
c_Speaking_Project)?fbclid=IwAR27znJ9S0zCiMzWv0wxYAb1o1nXx7HI9k1xYdDlLHSlaz-
xY6ArBSrqAew

Minimum Qualification

1. Communication Studies(Speech Communications)

Course Information
Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1000
Full Course Title: Academic Reading and Writing
Short Title: Academic Reading and Writing
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.

Course Description
In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research.

Course Standards
Lecture Hours:
72.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
144.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
72.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
4.000
Total Hours:
72.000
Grading Method:
Letter grade only

Course Requirements
Other
Non Course Requirements
Placement as determined by the college's multiple measures assessment process

Course Content
Lecture
Outline
Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
Approximate Time In Hours
9.00

Lecture
Outline
Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
Approximate Time In Hours
9.00

Lecture
Outline
Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
Approximate Time In Hours

9.00

Lecture
Outline
Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
Approximate Time In Hours
9.00

Lecture
Outline
Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
Approximate Time In Hours
9.00

Lecture
Outline
Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
Approximate Time In Hours
9.00

Lecture
Outline
Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
Approximate Time In Hours
9.00

Lecture
Outline
Compose a minimum of 5,000 words of formal writing across major assignments.
Approximate Time In Hours
9.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   o   4A – Language and Rationality – English Composition
2. **CSU GE:**
   o   A2 - Written Communication
3. **IGETC GE:**
   o   1A - English Composition
4. **Transfer and Articulation:**
   o   **C-ID:** Engl 100

5. **UC TCA:**
   - UC-E English Composition

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Read analytically to understand and respond to diverse academic texts.

Lecture

Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

Lecture

Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Student Learning Outcomes

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

1. Read analytically to understand and respond to diverse academic texts.

2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Skills demonstrations
Exams/Quizzes
If you selected "Other", please provide details.
Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.

Typical Assignments

Some assignments require critical thinking:

Use the critical-thinking skills you have practiced in class to write an essay of three to five pages (750-1,250 words) analyzing, evaluating, and responding to the thesis and supporting evidence of one essay we've read and discussed in class. You may use any of our course readings or other appropriate sources to support your position.

Writing Assignments:
In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.

Course Materials
Author: Gerald Graff and Cathy Birkenstein
Title: They Say, I Say: The Moves That Matter in Academic Writing
Edition: 6
Publisher: W.W. Norton
ISBN-13: 978-1324070030
Year: 2024
Or Equivalent: No

Author: Michelle Bachelor Robinson et al
Title: Writing Guide with Handbook
Edition: N/A
Publisher: Open Stax
ISBN-13: 978-1-711494-86-9
Year: 2023
Or Equivalent: No

Author: Diana Hacker and Nancy Sommers
Title: Rules for Writers
Edition: 10
Publisher: Bedford St.Martins
ISBN-13: 978-1319244255
Year: 2021
Or Equivalent: No

Other:
Passing. Nella Larsen. Penguin Classics 2003.

Other:
Outliers. Malcolm Gladwell. Little, Brown and Company. 2008.

Other:
Fast Food Nation. Eric Schlosser. First Mariner Books. 2012.

Other:

Twilight: Los Angeles , 1992. Anna Deavere Smith. First Anchor Books. 1994.

Other:
Alive. Piers Paul Read. Harper Perrenial. 2005.

Other:
I Was Their American Dream: A Graphic Memoir by Malaka Gharib Clarkson Potter 2019

Minimum Qualification
1. English

Course Revision (CCN): ENGL C1000E

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1000E
Full Course Title: Academic Reading and Writing
Short Title: Academic Reading and Writing
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable

Course Description

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course includes embedded support.

Course Standards

Lecture Hours:
90.000
Activity Hours:

Lab Hours:
Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
90.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
5.000
Total Hours:
90.000
Grading Method:
Letter grade only

Course Requirements

Other
Non Course Requirements
Placement as determined by the college's multiple measures assessment process

Course Content

Lecture
Outline
Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
Approximate Time In Hours
15.00

Lecture
Outline
Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
Approximate Time In Hours
10.00

Lecture
Outline

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
Approximate Time In Hours
10.00

Lecture
Outline
Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
Approximate Time In Hours
10.00

Lecture
Outline
Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
Approximate Time In Hours
10.00

Lecture
Outline
Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
Approximate Time In Hours
10.00

Lecture
Outline
Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
Approximate Time In Hours
10.00

Lecture
Outline
Compose a minimum of 5,000 words of formal writing across major assignments.
Approximate Time In Hours
15.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
      o   4A – Language and Rationality – English Composition
2. **CSU GE:**
      o   A2 - Written Communication
3. **IGETC GE:**

   o 1A - English Composition
4. **Transfer and Articulation:**
   o **C-ID:** ENGL 100
5. **UC TCA:**
   o UC-E English Composition

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Read analytically to understand and respond to diverse academic texts.

Lecture

Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

Lecture

Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Student Learning Outcomes

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

1. Read analytically to understand and respond to diverse academic texts.

2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Skills demonstrations
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

Use the critical-thinking skills you have practiced in class to write an essay of three to five pages (750-1,250 words) analyzing, evaluating, and responding to the thesis and supporting evidence of one essay

we've read and discussed in class. You may use any of our course readings or other appropriate sources to support your position.

Writing Assignments:
In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.

Course Materials
Author: Gerald Graff and Cathy Birkenstein
Title: They Say, I Say: The Moves That Matter in Academic Writing
Edition: 6
Publisher: W.W. Norton
ISBN-13: 978-1324070030
Year: 2024
Or Equivalent: No

Author: Michelle Bachelor Robinson et al
Title: Writing Guide with Handbook
Edition: N/A
Publisher: Open Stax
ISBN-13: 978-1-711494-86-9
Year: 2023
Or Equivalent: No

Author: Diana Hacker and Nancy Sommers
Title: Rules for Writers
Edition: 10
Publisher: Bedford St.Martins
ISBN-13: 978-1319244255
Year: 2021
Or Equivalent: No

Other:
Passing. Nella Larsen. Penguin Classics 2003.

Other:
Outliers. Malcolm Gladwell. Little, Brown and Company. 2008.

Other:
Fast Food Nation. Eric Schlosser. First Mariner Books. 2012.

Other:
Twilight: Los Angeles, 1992. Anna Deavere Smith. First Anchor Books. 1994.

Other:
Alive. Piers Paul Read. Harper Perrenial. 2005.

Other:
I Was Their American Dream: A Graphic Memoir by Malaka Gharib Clarkson Potter 2019

Minimum Qualification
1. English

Course Revision (CCN): ENGL C1000H

Course Information
Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1000H
Full Course Title: Academic Reading and Writing
Short Title: Academic Reading and Writing
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable

Course Description
In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This is an honors course.

Course Standards
Lecture Hours:
72.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
144.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
72.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
4.000
Total Hours:
72.000
Grading Method:
Letter grade only

Course Requirements

Other
Non Course Requirements
Placement as determined by the college's multiple measures assessment process
Notes
Placement as determined by the college's multiple measures assessment process

Course Content

Lecture
Outline
Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
Approximate Time In Hours
9.00

Lecture
Outline
Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
Approximate Time In Hours
9.00

Lecture
Outline

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
Approximate Time In Hours
9.00

Lecture
Outline
Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
Approximate Time In Hours
9.00

Lecture
Outline
Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
Approximate Time In Hours
9.00

Lecture
Outline
Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
Approximate Time In Hours
9.00

Lecture
Outline
Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.
Approximate Time In Hours
9.00

Lecture
Outline
Compose a minimum of 5,000 words of formal writing across major assignments.
Approximate Time In Hours
9.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - o   4A – Language and Rationality – English Composition
2. **CSU GE:**
   - o   A2 - Written Communication
3. **IGETC GE:**

        o   1A - English Composition
4. **Transfer and Articulation:**
        o   **C-ID:** ENGL 100
5. **UC TCA:**
        o   UC-E English Composition

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Read analytically to understand and respond to diverse academic texts.

Lecture
Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
Lecture
Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Read analytically to understand and respond to diverse academic texts.

2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Skills demonstrations
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
Use the critical-thinking skills you have practiced in class to write an essay of three to five pages (750-1,250 words) analyzing, evaluating, and responding to the thesis and supporting evidence of one essay

we've read and discussed in class. You may use any of our course readings or other appropriate sources to support your position.

Writing Assignments:
In a 3- to 4-page written essay, analyze the thesis and supporting evidence in Robert Heilbroner's "Don't Let Stereotypes Warp Your Judgment," and evaluate whether his perception that the practice of stereotyping can be reduced through individual effort is valid or invalid. Analyze and evaluate the portions of Heilbroner's text that you incorporate into your essay.

Course Materials
Author: Gerald Graff and Cathy Birkenstein
Title: They Say, I Say: The Moves That Matter in Academic Writing
Edition: 6
Publisher: W.W. Norton
ISBN-13: 978-1324070030
Year: 2024
Or Equivalent: No

Author: Michelle Bachelor Robinson et al
Title: Writing Guide with Handbook
Edition: N/A
Publisher: Open Stax
ISBN-13: 978-1-711494-86-9
Year: 2023
Or Equivalent: No

Author: Diana Hacker and Nancy Sommers
Title: Rules for Writers
Edition: 10
Publisher: Bedford St.Martins
ISBN-13: 978-1319244255
Year: 2021
Or Equivalent: No

Other:
Passing. Nella Larsen. Penguin Classics 2003.

Other:
Outliers. Malcolm Gladwell. Little, Brown and Company. 2008.

Other:
Fast Food Nation. Eric Schlosser. First Mariner Books. 2012.

Other:
Twilight: Los Angeles , 1992. Anna Deavere Smith. First Anchor Books. 1994.

Other:
Alive. Piers Paul Read. Harper Perrenial. 2005.

Other:
I Was Their American Dream: A Graphic Memoir by Malaka Gharib Clarkson Potter 2019

Minimum Qualification
1. English

Course Revision (CCN): ENGL C1001

Course Information
Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1001
Full Course Title: Critical Thinking and Writing
Short Title: Critical Thinking and Writing
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2025

Course Description
In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course.

Course Standards
Lecture Hours:
54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:

108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Requirements
Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000 - Academic Reading and Writing (In Review)0.000 - 0.000
Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000E - Academic Reading and Writing (In Review)0.000 - 0.000
Prerequisite
Requisite Course ENGL C1000H - Academic Reading and Writing (In Review)0.000 - 0.000

Course Content
Lecture
Outline
Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts.
Approximate Time In Hours
5.00

Lecture
Outline
Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process.
Approximate Time In Hours

9.00

Lecture
Outline
Students should revise and receive feedback from their instructor on at least one extended argument.
Approximate Time In Hours
5.00
Lecture
Outline
Understanding and evaluating argumentative claims
Approximate Time In Hours
5.00

Lecture
Outline
Understand and identify deductive and inductive reasoning in a variety of rhetorical contexts.
Approximate Time In Hours
5.00

Lecture
Outline
Employ critical reading and research strategies to locate and evaluate complex texts (research skills)
Approximate Time In Hours
5.00

Lecture
Outline
Select and cite evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
Approximate Time In Hours
5.00

Lecture
Outline
Engage in metacognition to identify and avoid cognitive biases and common fallacies of language and thought.
Approximate Time In Hours
5.00

Lecture
Outline
Understanding intended audience, purpose, and social context in readings and argumentation.
Approximate Time In Hours
5.00

Lecture

Outline
Enage in revision for clarity, cogency, persuasiveness, and soundness of student written arguments.
Approximate Time In Hours
5.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - 4B – Language and Rationality – Communication and Analytical Thinking
2. **CSU GE:**
   - A3 - Critical Thinking
3. **IGETC GE:**
   - 1B - Critical Thinking-English Composition
4. **Transfer and Articulation:**
   - **C-ID:** ENGL 105
5. **UC TCA:**
   - UC-E English Composition

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
Lecture
Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
Lecture
Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
Lecture
Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
Lecture
Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.

4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Skills demonstrations
Exams/Quizzes
If you selected "Other", please provide details.
Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc.

Typical Assignments

Some assignments require critical thinking:
In a four- to five-page written essay, analyze Freud's *Civilization and Its Discontents* to explain his model of mental health. In other words, considering both the benefits and disadvantages that civilization offers us as individuals, explain how we can maintain our health and happiness while living in a modern society. The essay must use at least three sources and not over-rely on one secondary source for most of the information.

Course Materials

Author: Excelsior Online Writing Lab
Title: Argument & Critical Thinking
Publisher: OER Commons
ISBN-13: N/A
Year: 2023
Or Equivalent: No

Author: Andrea Lunsford and John Ruszkiewicz
Title: Everything's an Argument
Edition: 9
Publisher: Bedford St.Martins

Minimum Qualification
1. English

Course Revision (CCN): ENGL C1001H

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: C1001H
Full Course Title: Critical Thinking and Writing
Short Title: Critical Thinking and Writing
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable

Course Description

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. This is an honors course.

Course Standards

Lecture Hours:
54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
108.000

Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Requirements

Prerequisite
Subject ENGL - English
Requisite Course ENGL C1000 - Academic Reading and Writing (In Review)0.000 - 0.000
Prerequisite
Requisite Course ENGL C1000E - Academic Reading and Writing (In Review)0.000 - 0.000
Prerequisite
Requisite Course ENGL C1000H - Academic Reading and Writing (In Review)0.000 - 0.000

Course Content

Lecture
Outline
Develop writing and reading skills for logical reasoning and argumentation using primarily non-fiction texts.
Approximate Time In Hours
5.00

Lecture
Outline
Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process.
Approximate Time In Hours
9.00

Lecture
Outline
Students should revise and receive feedback from their instructor on at least one extended argument.
Approximate Time In Hours
5.00

Lecture
Outline
Understand and identify deductive and inductive reasoning in a variety of rhetorical contexts.
Approximate Time In Hours
5.00

Lecture
Outline
Understanding and evaluating argumentative claims
Approximate Time In Hours
5.00

Lecture
Outline
Employ critical reading and research strategies to locate and evaluate complex texts (research skills)
Approximate Time In Hours
5.00

Lecture
Outline
Select and cite evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
Approximate Time In Hours
5.00

Lecture
Outline
Engage in metacognition to identify and avoid cognitive biases and common fallacies of language and thought.
Approximate Time In Hours
5.00

Lecture
Outline
Understanding intended audience, purpose, and social context in readings and argumentation.
Approximate Time In Hours
5.00

Lecture
Outline

Engage in revision for clarity, cogency, persuasiveness, and soundness of student written arguments.
Approximate Time In Hours
5.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - 4B – Language and Rationality – Communication and Analytical Thinking
2. **CSU GE:**
   - A3 - Critical Thinking
3. **IGETC GE:**
   - 1B - Critical Thinking-English Composition
4. **Transfer and Articulation:**
   - **C-ID:** ENGL 105
5. **UC TCA:**
   - UC-E English Composition

Course Objectives
Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

Lecture
Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

Lecture
Employ critical reading and research strategies to locate and evaluate complex texts, primarily non-fiction, representative of diverse experiences, perspectives, and forms of authority.

Lecture
Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

Lecture
Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.

2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.

3. Employ critical reading and research strategies to locate and evaluate complex texts, primarily non-fiction, representative of diverse experiences, perspectives, and forms of authority.

4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.

5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Methods of Instruction
Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation
Substantial writing assignments
Skills demonstrations
Exams/Quizzes

Typical Assignments
Some assignments require critical thinking:
In a four- to five-page written essay, analyze Freud's *Civilization and Its Discontents* to explain his model of mental health. In other words, considering both the benefits and disadvantages that civilization offers us as individuals, explain how we can maintain our health and happiness while living in a modern society. The essay must use at least three sources and not over-rely on one secondary source for most of the information.

Course Materials
Author: Excelsior Online Writing Lab
Title: Argument & Critical Thinking
Edition: N/A
Publisher: OER Commons
ISBN-13: N/A
Year: 2023
Or Equivalent: No

Author: Andrea Lunsford and John Ruszkiewicz
Title: Everything's an Argument
Edition: 9

Minimum Qualification

1. English

Course Information

Course Information

Course Discipline: ENGL
Course Division: Fine Arts, Communication and Humanities
Course Number: 240
Full Course Title: American Literature I
Short Title: American Literature I
TOP Code: 150100 - English
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2019
Board of Trustees Approval Date:
2019-08-20

Course Description

This course surveys American literature from its beginnings through the Civil War. Coverage, which recognizes the contribution of women and of ethnic and other minorities to the national literature, includes the narratives of native peoples, the literature of discovery and exploration, the literature of European settlement, the literature of Pre-Revolutionary America, the literature of an emerging nation, and the literature of pre-Civil War America.

Course Standards

Lecture Hours:
54.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Literature of native peoples Oral narratives Songs Ceremonies
Approximate Time In Hours
6.00
Lecture
Outline
Literature of discovery and exploration Native American visions of America European visions of America
Approximate Time In Hours
6.00
Lecture
Outline
Literature of European settlement Captivity narratives Puritan sermons Diaries Letters Poetry.
Approximate Time In Hours
9.00
Lecture
Outline

Literature of pre-Revolutionary America Political writing Biography Autobiography Poetry.
Approximate Time In Hours
9.00
Lecture
Outline
Literature of an emerging nation Transcendentalist literature Legends Myths Fiction Poetry.
Approximate Time In Hours
12.00
Lecture
Outline
Literature of pre-Civil and Civil War America Abolitionist literature Slave narratives Fiction Poetry Drama
Approximate Time In Hours
12.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - 3 – Humanities
2. **CSU GE:**
   - C2 - Humanities
3. **IGETC GE:**
   - 3B - Humanities
4. **Transfer and Articulation:**
   - **C-ID:** ENGL 130
5. **UC TCA:**
   - UC-H Arts and Humanities

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Identify literary works by their respective authors and/or titles.
Lecture
Demonstrate understanding of major themes, sociological and historical influences, and literary characteristics of the material studied.
Lecture
Identify issues of gender, race, and class articulated in the works of the period.
Lecture
Analyze and evaluate the literary works for stylistic and structural coherence.
Lecture
Analyze and evaluate the literary works in terms of American literary tradition as established by themes developed in the earliest of American texts.
Lecture
Evaluate and synthesize material from secondary sources.

Student Learning Outcomes

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

1. SLO 1: Students will be able to identify representative works of American literature from its beginnings through the Civil War.

2. SLO 2: Students will be able to analyze representative works of American literature from its beginnings through the Civil War.

3. SLO 3: Students will be able to recognize social, historical, and ethnic influences in representative works of
American literature from its beginnings through the Civil War.

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:

In a five-to-seven page written essay, analyze the *Narrative of the Life of Frederick Douglass* to explain how slavery works as a system, an institution that affects the slave's life from birth until death. Your paper should show both the mechanisms that enslave Douglass and the means by which he overcomes the system to achieve freedom. Evaluate Douglass's stylistic appeals to northern Christian abolitionists.

Scholars usually point out that *The Autobiography of Benjamin Franklin* represents the American persona, the particularly American character. In a five-to-seven page written essay, analyze Franklin's autobiography to identify his "American" qualities.

Other Assignments:

Considering works we have read by Edwards, Franklin, and Emerson, write a five- to-seven page essay which identifies each author's implied definition of man, especially his moral nature, his relationship to God and to society.

Course Materials

Author: Spires, et al.
Title: The Broadview Anthology of American Literature Concise Volume 1: Beginnings to Reconstruction
Edition: Concise Ed.

Publisher: Broadview Press
ISBN-13: 9781554816194
Year: 2023
Or Equivalent: No

Author: Jenifer Kurtz
Title: American Literature I: An Anthology of Texts From Early America Through the Civil War
Edition: N/A
Publisher: OER Commons
ISBN-13: N/A
Year: 2021
Or Equivalent: No

Author: Levine, et al
Title: The Norton Anthology of American Literature
Edition: 10th
Publisher: W.W. Norton
ISBN-13: 978-0-393-88442-5
Year: 2022
Rationale for older textbook:
Discipline standard.
Or Equivalent: No

Author: Lauter et al
Title: The Heath Anthology of American Literature volumes A and B
Edition: 7th
Publisher: Cegage
ISBN-13: 978-1133310228
Year: 2013
Rationale for older textbook:
standard for the discipline
Or Equivalent: No
Other:
Representative articles and books for research project: Baker, Houston. Long Black Song: Essays in Black American Literature and Culture, 1972; The Slave's Narrative. Ed. Charles T. Davis and Henry Louis Gates, Jr., 1985. These titles are discipline standards.

Minimum Qualification
1. English

Course Revision : PSYC 120

Course Information

Course Discipline: PSYC
Course Division: Social Sciences
Course Number: 120
Full Course Title: Introduction to Statistics and Data Analysis for the Behavioral Sciences
Short Title: Intro Elem Stat Meth-Behv
TOP Code: 200100 - Psychology, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Spring 2024
Board of Trustees Approval Date:
2023-10-17

Course Description

Students are taught standard descriptive and inferential statistics for summarizing sample data and estimating population parameters. All aspects of significance testing are emphasized: hypotheses, models, calculations, interpretations, and criticisms. Students are also taught to critically review scientific articles and write APA-style manuscripts.

Course Standards

Lecture Hours:
54.000
Activity Hours:
0.000

Lab Hours:
54.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
4.000
Total Hours:
108.000
Grading Method:
Letter grade only

Course Requirements

Other
Non Course Requirements
Prerequisite: Completion of intermediate algebra or equivalent
Prerequisite
Subject PSYC - Psychology
Requisite Course PSYC 101 - General Psychology (Active)3.000 - 3.000
Prerequisite
Subject PSYC - Psychology
Requisite Course PSYC 101H - Honors General Psychology (Active)3.000 - 3.000
Prerequisite
Subject SOCI - Sociology
Requisite Course SOCI 101 - Introduction to Sociology (Active)3.000 - 3.000
Prerequisite
Subject SOCI - Sociology
Requisite Course SOCI 101H - Honors Introduction to Sociology (Active)3.000 - 3.000

Course Content

Lecture
Outline

Science and Statistical Analysis A. Goals 1. Hypotheses and Their Models 2. Accounting for Data: Prediction and Explanation, 3. Comparing Models: Fit and Parsimony B. Variables 1. Quantitative and Categorical 2. Predictor and Response 3. Manipulated and Natural 4. Extraneous and Confounding 5. Operational Definitions

Approximate Time In Hours

6.00

Lecture

Outline

Numerical Description of Data A. Central Tendency 1. Mean 2. Median 3. Mode 4. Zero Sum Principle B. Standard Methods of Obtaining Data C. Mean and Variance of a Discrete Distribution D. Measures of Dispersion 1. Range and Interquartile Range (IQR) 2. Sum of Squares 3. Variance 4. Standard Deviation 5. Least Squares Law D. "Health" of a Distribution: Shape, Skew, and Outliers

Approximate Time In Hours

9.00

Lecture

Outline

Probability A. Definition B. Randomness and Order C. Event, Outcome, Mutually Exclusive, Exhaustive, Independence, Sample Space D. Addition and Multiplication Rules, Conditional Probabilities and Bayes' Theorem E. Random Variables and Expected Value F. Probability Distributions 1. Law of Large Numbers, Central Limit Theorem, and the Normal Distribution 2. The Binomial Distribution 3. Calculating Probabilities for Normally Distributed Variables: Z-Scores

Approximate Time In Hours

6.00

Lecture

Outline

Sampling Distributions and Interval Estimation A. Sampling Distribution of the Mean B. Calculating Confidence Intervals 1. Population Standard Deviation Known (Normal Distribution) 2. Population Standard Deviation Unknown (Student's t Distribution) C. Interpreting Confidence Intervals

Approximate Time In Hours

6.00

Lecture

Outline

Modeling Data and Estimating Parameters A. Four Steps of Fitting Models to Data B. Point Estimation: Parameters and Samples C. Categorical and Quantitative Predictor Variables

Approximate Time In Hours

3.00

Lecture

Outline

Mainstream Procedure for Evaluating Research Results (Null Hypothesis Statistical Testing -- NHST) A. Null and Alternate Hypotheses B. Null and Full Linear Models C. Residuals D. Directional and Nondirectional Tests E. Alpha Levels and P-Values F. Type I and Type II Errors G. Hypothesis Testing and Inference, Including t-Test for One and Two Populations H. Statistical Significance and Power

Approximate Time In Hours

6.00

Lecture

Outline

NHST for 2 and 3+ Groups A. t-Test and Confidence Intervals B. One-Way ANOVA 1. A Priori and Post Hoc Tests (e.g., Tukey's HSD, Fisher's LSD) 2. Simultaneous Confidence Intervals C. Advantages of Multi-Group and Factorial Designs

Approximate Time In Hours

6.00

Lecture

Outline

Correlation and Regression A. Regression Line 1. Parameters: Slope and Intercept 2. Prediction 3. NHST of the Regression Slope B. Pearson Product Moment Correlation Coefficient (r) and Coefficient of Determination (r2) C. Assumptions and Limitations

Approximate Time In Hours

6.00

Lecture

Outline

Non-Parametric NHSTs: Chi-Square Test for Disproportionality.

Approximate Time In Hours

3.00

Lecture

Outline

Limitations and Alternatives to NHST: Effect Size and Precision A. Misinterpretations of p Values B. Cohen's d, Coefficient of Determination (r2), Confidence Interval C. Sample Size, Power, and Precision D. Repeated Measures Designs

Approximate Time In Hours

3.00

Lab

Outline

Graphical Descriptions of Data A. Grouped/Ungrouped Frequency Distributions of Qualitative/Quantitative Data B. Bar Graphs, Histograms, and Polygons C. Stemplots and Boxplots D. Computer Graphing

Approximate Time In Hours

6.00

Lab

Outline

Library Literature Searches A. Journals Versus Monographs B. Refereed Versus Nonrefereed Journals C. Searching Via the Internet

Approximate Time In Hours

6.00

Lab

Outline

The APA Publication Style: Manuscript Preparation A. Abstract B. Introduction (Literature Review) C. Method 1. Participants 2. Materials 3. Procedure D. Results E. Discussion F. References G. Tables and Figures H. Applications using data from sociology, psychology, social science, administration of justice, and health science.

Approximate Time In Hours

6.00

Lab

Outline

Conducting Research A. Choosing and Developing a Topic B. Proposing a Study C. Conducting a Study D. Statistical Software Package E. Analyzing the Data F. Preparing the Manuscript

Approximate Time In Hours

36.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
   - o 4B – Language and Rationality – Communication and Analytical Thinking
   - o 6 – Mathematics Competency
2. **CSU GE:**
   - o B4 - Mathematics/Quantitative Reasoning
3. **IGETC GE:**
   - o 2A - Mathematical Concepts & Quantitative Reasoning
4. **Transfer and Articulation:**
   - o **C-ID:** SOCI 125, MATH 110
5. **UC TCA:**
   - o UC-M Mathematical Concepts and Quantitative Reasoning

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture

Define and differentiate the following basic research concepts: population and sample, parameter and statistic; predictor (independent) variable and response (dependent) variable; extraneous variable and confounding variable; manipulated and natural (subject) variable; operational definition; correlation and causation. Representative Assessment Method: Short Essay Exam Item, Homework problem, Lab Assignment, Quiz

Lecture

Explain the goals of statistical data analysis by explaining how hypotheses are associated with models and so can be compared by how well each model fits ("accounts for" or "explains") the data. Representative Assessment Method: Short Essay Exam Item, Quiz

Lab

Apply American Psychological Association (APA) Publication Style by writing manuscripts suitable for journal submission, including Abstract, Introduction (literature review), Method, Results, Discussion, References, Tables, and Figures. Representative Assessment Method: APA-style research paper, Lab Assignment, Presentation

Lab

Construct and/or interpret the following numerical descriptions of data: grouped and ungrouped frequency distributions, stemplots, boxplots, bar graphs, histograms, and polygons. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

Lecture

Define, calculate, and compare these measures of Central Tendency: Mode, Median, and Mean (including Zero Sum Principle). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

Lecture

Identify the standard methods of obtaining data and identify advantages and disadvantages of each. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Calculate the mean and variance of a discrete distribution. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Define, calculate and compare these measure of Variation: Range, Interquartile Range, Sum of Squares, Variance, and Standard Deviation (including Least Squares Law). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

Lecture

Evaluate the "health" of distributions by calculating and interpreting statistics that define shape, skew, and outliers. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem

Lecture

Apply Probability Theory by (a) defining and differentiating relevant concepts such as randomness, sample space, event, outcome, mutually exclusive, exhaustive, and independence; (b) applying the Addition and Multiplication Rules to calculate probabilities; and (c) applying Bayes' Theorem to calculate conditional probabilities (including the "Monty Hall Problem" and results of diagnostic tests). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Introduce discrete and continuous random variables. Demonstrate how to compute the expected value of a random variable and the expected value of a function of a random variable. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Define z-scores and calculate probabilities for ranges of scores in a Normal Distribution. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Define and differentiate Population, Sample, Sampling Distributions; apply the Central Limit Theorem and Law of Large Numbers to show how these distributions are linked and so allow for statistical inference. Representative Assessment Method: Calculation/Short Essay Exam Item

Lecture

Explain the mainstream procedure for evaluating research results, i.e., Null Hypothesis Statistical Testing (NHST), by defining and differentiating: Null and Alternate Hypotheses, Null and Full Linear Models, residuals, directional and nondirectional tests, alpha levels, p-values, Type I and Type II Errors, statistical significance, and statistical power. Representative Assessment Method: Short Essay Exam Item, Quiz

Lecture

Formulate hypothesis tests involving samples from one and two populations. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Apply the NHST procedure to 2 and 3+ groups by calculating and interpreting t-test, one-way ANOVA (and related post hoc tests such as Tukey's HSD, Fisher's LSD, and Simultaneous Confidence Intervals). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Analyze and explain the advantages of multigroup and factorial research designs in comparison to single factor two-group designs. Representative Assessment Method: Short Essay Exam Item, Quiz

Lecture

Define and differentiate Correlation and Regression by (a) estimating the Regression Line parameters; (b) applying the Regression Line by calculating and interpreting predicted scores; (c) conducting and interpreting an NHST of the Regression slope; calculating and interpreting the Pearson Product Moment Correlation Coefficient (r) and Coefficient of Determination (r2); and (d) identifying and explaining the assumptions and limitations of these statistics. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Explain non-parametric NHSTs by calculating and interpreting the Chi-Square test for disproportionality. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Explain limitations of and alternatives to NHST by calculating and interpreting (or reinterpreting) estimates of Effect Size and Precision, e.g., Cohen's d, Coefficient of Determination (r2), Confidence Interval. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lecture

Use appropriate statistical techniques to analyze and interpret applications based on data from the following disciplines: sociology, psychology, social science, administration of justice, and health science. Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Lab

Enable students to complete data analysis projects using statistical methods and a software package (Inquiry and Problem Solving/Written Communication Ability). Representative Assessment Method: Calculation/Short Essay Exam Item, Homework problem, Quiz

Student Learning Outcomes

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

1. **Psychology 120 SLO #1 Logic of the Scientific Method**

Students who finish this course with a grade of A, B, or C will be able to identify and differentiate research methodology versus statistics/data analysis. Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

2. **Psychology 120 SLO #2 Fundamental Principles**

Students who finish this course with a grade of A, B, or C will be able to calculate and interpret basic statistics, both descriptive (e.g., mean, Sum of Squares, variance, standard deviation) and inferential (e.g., coefficient of determination, Cohen's d, t-test, ANOVA, Pearson r). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

3. **Psychology 120 SLO #3 Everyday Application**

Students who finish this course with a grade of A, B, or C will be able to evaluate the strengths and limitations research data in their efforts to understand everyday life experiences (e.g., deciding whether to decline a childhood vaccination or to modify lifestyle in view of risk factors). Students will be assessed by multiple choice exams, essay exams, oral presentations, or research-based papers.

Methods of Instruction

Discussion

Group discussion topics will be assigned focusing on everyday practical life examples as it relates to statistical studies in human behavior in psychology.

Laboratory

Students will read statistics research stories to provide additional learning on various statistical concepts. APA writing samples will be provided to enhance learning about APA writing.

Lecture

Students will learn statistics by a workbook approach using everyday practical life examples as it relates to human behavior in psychology.

Methods of Evaluation

Substantial writing assignments

Problem solving demonstrations (computational or non-computational)

Skills demonstrations

Exams/Quizzes

If you selected "Other", please provide details.

TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION: 1. Read and analyze data from the study entitled, Researching the Relationship Between Quality of Parental Relationships and Educational Goals in College Students. Perform the appropriate statistical analysis on the data and state your conclusion. Write a research report in APA format that includes all the relevant elements: a review of scientific literature, description of method, report of results (including figures and tables), and discussion.

Typical Assignments

Some assignments require critical thinking:

COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Consider the following results and conclusion of a survey:

The degree to which young girls participate in sports is positively correlated to a number of desirable variables (e.g., academic achievement, staying in school, avoiding drug and alcohol use) and is negatively correlated with a number of undesirable variables (e.g., breast cancer, eating disorder, unwed motherhood). These data show that parents and teachers should encourage young girls to become more active in sports.

In a two-page paper, analyze the research design of this study and determine whether its conclusions are justified, focusing especially on causal inference.

Reading Assignments:

2. After reading the research article distributed in class, consider the following survey results showing that decreasing health (as measured by the number of doctor appointments and hospitalizations) is associated with lower life satisfaction (as measured by the Life Satisfaction Inventory) and higher marital discord (as measured by divorce rate). In a two-page paper, identify the hypothetical variables and analyze these variables in terms of their operational definitions.

Writing Assignments:

APA writing assignments as it relates to student interest in the area of psychology and statistical data.

Course Materials

Author: Cheryl Willard
Title: Statistical Methods An Introduction to Basic Statistical Concepts and Analysis
Edition: 2nd
Publisher: Routledge
ISBN-13: 9780429261039
Year: 2020
Rationale for older textbook:
Students enjoy this textbook/workbook approach to learning statistics.
Or Equivalent: No

Author: William Rayens
Title: Beyond the Numbers: A Student-Centered Approach for Learning Statistical Reasoning
Edition: 9th Edition
Publisher: Van-Griner Learning Publishers
ISBN-13: 978-1-61740-814-4
Year: 2022
Or Equivalent: No

Author: American Psychological Association
Title: Publication Manual of the APA
Edition: 7
Publisher: APA
Year: 2019
Or Equivalent: No

Author: Howard T. Tokunaga
Title: Fundamental Statistics for the Social and Behavioral Sciences
Edition: 2
Publisher: Sage
ISBN-13: 9781506377483
Year: 2018
Or Equivalent: No

Minimum Qualification
1. Psychology
Condition

2. Sociology
Condition

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Ahmad Manzoor	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Paul Flor	Spring 2021 (extended term)	Spring 2025
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2024-2025		
Date	**Time**	**Location—In Person**
1. ~~Sept 10, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
2. ~~Sept 24, 2024~~	~~2:00 p.m. – 3:30 p.m.~~	~~VT-124~~
3. Oct 8, 2024	2:00 p.m. – 3:30 p.m.	VT-124
4. Oct 22, 2024	2:00 p.m. – 3:30 p.m.	VT-124
5. Nov 12, 2024	2:00 p.m. – 3:30 p.m.	VT-124
6. Nov 26,2024	2:00 p.m. – 3:30 p.m.	VT-124
7. Dec 10, 2024	2:00 p.m. – 3:30 p.m.	VT-124
8. Feb 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
9. Mar 11, 2025	2:00 p.m. – 3:30 p.m.	VT-124
10. Mar 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
11. Apr 8, 2025	2:00 p.m. – 3:30 p.m.	VT-124
12. Apr 22, 2025	2:00 p.m. – 3:30 p.m.	VT-124
13. May 13, 2025	2:00 p.m. – 3:30 p.m.	VT-124
14. May 27, 2025	2:00 p.m. – 3:30 p.m.	VT-124
15. Jun 10, 2025	2:00 p.m. – 3:30 p.m.	VT-124