



# CURRICULUM COMMITTEE | MINUTES

Wednesday, October 4, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

|                                    |                               |                    |                 |
|------------------------------------|-------------------------------|--------------------|-----------------|
| Brenda Antrim, <i>Chair</i>        | Edgar Gonzalez (As. Students) | Emin Menachekanian | David Shirinyan |
| Jennifer Merlic, <i>Vice Chair</i> | Sasha King                    | Estela Narrie      | Audra Wells     |
| Eve Adler                          | Jae Lee                       | Dana Nasser        | Joshua Withers  |
| Guido Davis Del Piccolo            | Jing Liu                      | Judith Remmes      |                 |
| Karen Funk (As. Students)          | Emily Lodmer                  | Elaine Roque       |                 |
| Christina Gabler                   | Georgia Lorenz                | Redelia Shaw       |                 |

## Members Absent:

Maral Hyeler William Konya

## Others Present:

Caleb Mitchell Sal Veas

## MINUTES

*(Information items are listed numerically; action items are listed alphabetically)*

### I. Call to order:

The meeting was called to order at 3:05pm and agenda approved:

**Motion made by:** Judith Remmes

**Seconded by:** Emily Lodmer

The motion passed unanimously.

### II. Public Comments:

None.

### III. Announcements:

None.

### IV. Approval of Minutes:

The minutes of September 20, 2017 were unanimously approved.

**Motion made by:** Eve Adler

**Seconded by:** Estela Narrie

The motion passed unanimously.

### V. Chair's report:

- Commendations to representatives for being proactive and thorough in responding to courses going through the approval process in their areas. Reviewed areas of concern on the Course Outline of Record.
- All action items passed at the previous Curriculum meeting were approved by the Academic Senate.
- Announced training for chairs and interested faculty on updating and revising courses in CurricUNET Thursday, October 12, 2017 at 11 am in LIB 192.

### VI. Information Items:

1. Guided Pathways Update – Guido reported that Senate approved scope and functions of Pathways work group. For information regarding the SMC's Guided Pathways efforts, please go to the following website:

<http://www.smc.edu/ACG/AcademicSenate/CurriculumCommittee/Pages/Pathways.aspx>

2. CSU Executive Orders Regarding Incoming Freshman and GE

(Courses: Non-Substantial Changes)

3. ART 21A Drawing 3
4. ART 34B Contemporary Art Theory And Practice
5. CIS 9A / CS 9A Technology Project Management I
6. CIS 9B / CS 9B Technology Project Management II
7. CS 6 Virtual Worlds And Game Programming
8. CS 8 Systems Analysis And Design

## VII. Action Items:

(Courses: New)

- a. BUS 9 Intellectual Property for the Entrepreneur – Dana Nasser and Sal Veas  
(Approved with minor edits and title change)

**Motion made by:** Elaine Roque

**Seconded by:** Eve Adler

The motion passed unanimously. (Edgar Gonzalez not present for vote)

(Courses: Distance Ed)

- b. BUS 9 Intellectual Property for the Entrepreneur – Dana Nasser and Sal Veas

**Motion made by:** Audra Wells

**Seconded by:** Judith Remmes

The motion passed unanimously. (Edgar Gonzalez not present for vote)

(Programs: Revisions)

- c. Changes to degrees and certificates as a result of courses considered on this agenda

- Addition of BUS 9 to the list of electives in Business Associate in Science degree (Entrepreneurship area), Entrepreneurship Certificate of Achievement, and Business Entrepreneurship Department Certificate

**Motion made by:** Georgia Lorenz

**Seconded by:** Emily Lodmer

The motion passed unanimously.

## VIII. Consent Agenda: (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- d. Change in instructional hours to 3 lecture hours, no change in units, for CS 84

**Motion made by:** Judith Remmes

**Seconded by:** Georgia Lorenz

The motion passed unanimously.

## IX. Adjournment

The meeting adjourned at 4:04pm.

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for KOREAN 8 - Conversational Korean**

| Course Cover   |  |
|--|--|
| Discipline   | KOREAN-KOREAN  |
| Course Number  | 8  |
| Full Course Title  | Conversational Korean  |
| Catalog Course Description   | This course provides the student with an opportunity to increase fluency in spoken Korean with an emphasis on natural and colloquial usages. New vocabulary and idiomatic expressions will be emphasized, and the student will hold conversations in Korean in class. This course is taught in Korean except in cases of linguistic difficulty as determined by the professor. |
| Rationale  | It's important to help students become familiar with language functions needed for conversational skills rather than focusing on grammar. Students need to utilize the knowledge they acquire in the classroom with people in the real world, making the value of their Korean knowledge more apparent.  |
| Proposal Information   |  |
| Proposed Start   | Year: 2018 Semester: Fall  |
| Proposed for Distance Ed   | No   |
| Proposed for Global Citizenship  | No   |
| Course Unit/Hours  |  |
| Variable Hour Exist  | NO   |
| Credit Hours   | Min: 2.00  |
| Weekly Lecture Hours   | Min: 2.00 (Sem: 36)  |
| Total Semester Instructional Hours   | 36.00  |
| Load Factor  | 1.00   |
| Repeatability  | May be repeated 0 time(s)  |
| Grading Methods  | Letter Grade or P/NP   |
| Transfer/General Ed  |  |
| Transferability  |  |
| Transfers to UC (pending review)   |  |
| Transfers to CSU   |  |
| IGETC Area:  |  |
| Does NOT satisfy any area of IGETC:  |  |
| CSU GE Area:   |  |
| Does NOT satisfy any area of CSU GE:   |  |
| SMC GE Area:   |  |
| <ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> <li>○ Area III: Humanities</li> </ul> </li> </ul> |  |

| Comparable Transfer Courses:  |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>California Community College</b><br/>Los Angeles City College<br/>Conversational Korean Korean 8</li> <li>• <b>UC</b><br/>UC Los Angeles<br/>Advanced Korean Conversation Korean 102</li> </ul> |  |
| Program Applicability   |  |
| Designation   | Credit - Degree Applicable   |
| Proposed For  | Asian Studies Department Certificate   |
| Pre/Corequisites & Advisories   |  |
| <b>Prerequisite</b><br>KOREAN 2   |  |
| Course Objectives   |  |
| Upon satisfactory completion of the course, students will be able to:   |  |
| 1. Demonstrate oral communication skills in Korean at the intermediate level by pronouncing words and expressions with minimal errors, and speaking with moderate fluency.  |  |
| 2. Produce natural and colloquial speech in response to specific situations encountered in everyday life in Korean society.   |  |
| 3. Comprehend formal and informal speech containing a variety of tenses, vocabulary and grammatical constructions at the intermediate level.  |  |
| 4. Participate in conversations on a variety of topics, such as family and relationships, student life, hobbies and interests, travel, shopping, etc.   |  |
| Course Content  |  |
| 10%   | <b>1. Greeting and Introductions</b><br>Introducing yourself/another person<br>Getting personal information  |
| 10%   | <b>2. Family</b><br><br>Hometown and family members<br><br>Seniors/elders (Plain forms and honorific forms)<br><br>Ordinal numbers   |
| 10%   | <b>3. Transportation</b><br><br>Public transportation<br><br>Asking and giving directions<br><br>Asking and telling about destination and purpose<br><br>Asking about the location of something or someone |
| 10%   | <b>4. Telephone</b>  |

|             |  |
|-------------|--|
|             | <p>Making an appointment</p> <p>Describing feelings</p> <p>Setting up a get-together</p> <p>Extending, accepting, and declining invitations</p>  |
| 10%         | <p><b>5. Post Office</b></p> <p>Making plans</p> <p>Giving/making/sending and receiving</p>  |
| 10%         | <p><b>6. Reservations</b></p> <p>Reserving an airplane ticket and a hotel room</p> <p>Expressing wish</p>  |
| 10%         | <p><b>7. Etiquette</b></p> <p>Expressing permission</p> <p>Expressing prohibition</p>  |
| 10%         | <p><b>8. Hospital</b></p> <p>Explaining where it hurts</p> <p>Explaining a hospital visit</p> <p>Describing symptoms</p> <p>Making a polite request/question</p>                         |
| 10%         | <p><b>9. Birthday Party</b></p> <p>Asking for and giving advice</p> <p>Making requests/suggestions\</p> <p>Organizing a birthday party</p> <p>Ordering food</p> <p>Describing tastes</p> |
| 10%         | <p><b>10. Shopping</b></p> <p>Purchasing at a store</p> <p>Recommending items</p> <p>Exchanging</p> <p>Comparing</p>   |
| Total: 100% |  |

| <b>Methods of Presentation</b>   |  |
|--|--|
| Methods  | Group Work<br>Other  |
| Other Methods  | In class, students engage in directed conversations with the instructor, and with other students in pairs or small groups. Students also make group and individual presentations on selected topics.   |
| <b>Methods of Evaluation</b>   |  |
| Methods  | <ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 10% - Class Work<br/>Preparation for Class Discussions or Activities</li> <li>• 25% - Final Project<br/>Final Oral Presentation</li> <li>• 20% - Group Projects<br/>Group Oral Presentation (Cultural presentation)</li> <li>• 15% - Homework<br/>(Voice recording activities using Sansspace/VoiceThread)</li> <li>• 20% - Oral Presentation<br/>Individual Midterm Oral Presentation (Mid-term report on the final project)</li> <li>• 100% - Total</li> </ul> |
| <b>Appropriate Textbooks</b>   |  |
| Textbooks such as the following are appropriate:   |  |
| Formatting Style   | MLA  |
| Textbooks  |  |
| 1. Kim,S. and Wu,H. <i>Hankwukelo ettehkey malhayyo? (How would you say this in Korean?)</i> , ed. Language Plus Press , 2007, ISBN: 9788955185195.  |  |
| 2. Shin,M. and Cho,H. <i>Every Man?s Korean Conversation</i> , ed. Samjisa Press , 2007, ISBN: 9788973584079.  |  |
| Other  |  |
| 1. (Alternative text and/or materials may be provided at the option of the instructor.)  |  |
| <b>Assignments</b>   |  |
| Sample Assignment  |  |
| Assignment 1: Group Presentation – Students will compare and contrast Korean culture to another culture of their choice. Students can present on any aspect of the culture (e.g., food, clothes, life style, transportation, entertainment).   |  |
| Assignment 2: Role Play – Students will be provided one of the daily conversational situations covered in class and asked to make a creative skit. Students will play a role with a peer student in class.   |  |
| <b>Student Learning Outcomes</b>   |  |
| 1. Students are able to understand and converse in natural, colloquial Korean. Students will be able to demonstrate a working knowledge of Korean in real-life situations. As assessed by: In class, students hold conversations using the informal style of speech in pairs on a given situation. |  |
| 2. Students are able to communicate with other students in Korean demonstrating active use of practical thematic vocabulary. As assessed by: Paired or small group oral activities in class.   |  |

3. Understand the cultural undertones of idiomatic expressions in Korean in given situations, and compare them with English usages. As assessed by: Short sentences relevant to a given situation, produced by the students individually or in groups.

**Minimum Qualification**

|                         |                                      |
|-------------------------|--------------------------------------|
| Minimum Qualifications: | Foreign Languages (Masters Required) |
|-------------------------|--------------------------------------|

**Library**

|  |     |
|--|-----|
| List of suggested materials has been given to librarian? | No  |
| Library has adequate materials to support course?        | Yes |

**Attached Files**

[Prerequisite Worksheet](#)

## Prerequisite / Corequisite Checklist and Worksheet

### Korean 8: Conversational Korean

**Prerequisite:** Korean 2, Elementary Korean II

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

| Criterion  | Met | Not Met |
|--|-----|---------|
| 1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.  | √   |         |
| 2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.   | √   |         |
| 3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.   | √   |         |
| 4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.                        | √   |         |
| 5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.  | √   |         |
| 6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite. | √   |         |
| 7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.                 | √   |         |
| 8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.  | √   |         |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.   | √   |         |

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

√ **List schools here:**

- 1) **UCLA: Their Korean 3 is equivalent to Korean 2 at SMC.**
- 2) **UC Berkeley: Korean 1B (Elementary Korean)**
- 3) **CSULA: Korean 1001 (Elementary Korean 1)**

**Complete the Prerequisite Worksheet**



## Prerequisite Worksheet

### ENTRANCE SKILLS FOR Korean 8 (Conversational Korean)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

|    |  |
|----|--|
| A) | Ability to give a brief self-introduction in Korean  |
| B) | Ability to conjugate predicates (adjectives and verbs) in the polite ending form (-eyo/ayeo) |
| C) | Ability to use a variety of sentence final endings in different tenses                       |

### EXIT SKILLS (objectives) FOR Korean 2 (Elementary Korean II)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

|    |  |
|----|--|
| 1. | Ability to communicate in Korean in four main areas by using the following skills: listening, speaking, reading, and writing |
| 2. | Ability to understand Korean culture and history as incorporated through Korean language acquisition                         |
| 3. | Ability to recall and use vocabulary associated with daily student life  |
| 4. | Ability to construct grammatically correct statements (present, present perfect, imperative, regular and irregular verbs)    |
| 5. | Ability to use greetings, introductions, farewells, and other common idiomatic expressions                                   |
| 6. | Ability to demonstrate use of acceptable pronunciation   |

|                             |   | ENTRANCE SKILLS FOR Korean 8 |   |   |   |   |   |   |   |
|-----------------------------|---|------------------------------|---|---|---|---|---|---|---|
|                             |   | A                            | B | C | D | E | F | G | H |
| EXIT SKILLS FOR<br>Korean 2 | 1 |                              |   |   |   |   |   |   |   |
|                             | 2 |                              |   |   |   |   |   |   |   |
|                             | 3 |                              |   |   |   |   |   |   |   |
|                             | 4 |                              | X | X |   |   |   |   |   |
|                             | 5 | X                            |   |   |   |   |   |   |   |
|                             | 6 |                              |   |   |   |   |   |   |   |
|                             | 7 |                              |   |   |   |   |   |   |   |
|                             | 8 |                              |   |   |   |   |   |   |   |

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for KOREAN 25 - Korean for the Professions**

| Course Cover                         |   |
|--------------------------------------|---|
| Discipline                           | KOREAN-KOREAN   |
| Course Number                        | 25  |
| Full Course Title                    | Korean for the Professions  |
| Catalog Course Description           | This course provides the student with an opportunity to acquire professional skills in both oral and written Korean in the business environment. Students practice appropriate preparation of documents, communications, and interview skills. The course concentrates on the topics that are relevant to industry or company, which could include special vocabulary that they might encounter during phone calls, emails, negotiations, meetings, presentation, etc., and also on general topics that occur within international trade relations. |
| Rationale                            | In a global economy, it has become common that effective communication skills are essential to achieving goals at work. This course prepares students who have completed the intermediate level of Korean to enter the workforce in either a Korean monolingual or a bilingual environment.   |
| Proposal Information                 |   |
| Proposed Start                       | Year: 2018 Semester: Fall   |
| Proposed for Distance Ed             | No  |
| Proposed for Global Citizenship      | No  |
| Course Unit/Hours                    |   |
| Variable Hour Exist                  | NO  |
| Credit Hours                         | Min: 3.00   |
| Weekly Lecture Hours                 | Min: 3.00 (Sem: 54)   |
| Total Semester Instructional Hours   | 54.00   |
| Load Factor                          | 1.00  |
| Repeatability                        | May be repeated 0 time(s)   |
| Grading Methods                      | Letter Grade or P/NP  |
| Transfer/General Ed                  |   |
| Transferability                      |   |
| Transfers to CSU                     |   |
| IGETC Area:                          |   |
| Does NOT satisfy any area of IGETC:  |   |
| CSU GE Area:                         |   |
| Does NOT satisfy any area of CSU GE: |   |

|  |  |
|--|--|
| SMC GE Area:   |  |
| <ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> <li>○ Area III: Humanities</li> </ul> </li> </ul>   |  |
| <b>Program Applicability</b>   |  |
| Designation  | Credit - Degree Applicable   |
| Proposed For   | <b>Department Certificate</b><br>-Asian Studies  |
| <b>Pre/Corequisites &amp; Advisories</b>   |  |
| <b>Skills Advisory</b><br>KOREAN 4<br>Korean 4 is strongly advised before enrolling in this course.  |  |
| <b>Course Objectives</b>   |  |
| Upon satisfactory completion of the course, students will be able to:  |  |
| 1. Demonstrate the oral ability to conduct everyday business interaction by engaging a variety of business situations such as a business meeting, job interview, formal presentation.  |  |
| 2. Demonstrate the ability to carry out conversation in a phone transaction with appropriate expressions typically occurring in business conversation.   |  |
| 3. Demonstrate the ability to write business correspondence such as resume with self-introduction, professional documents, business memo, email correspondence, formal letter.   |  |
| 4. Demonstrate the ability to understand reading materials, business documents, including letters, reports, internet memos.  |  |
| 5. Demonstrate the ability to understand the culture and the organization of a corporate in Korea.   |  |
| 6. Demonstrate the ability to carry out casual conversation with colleagues by engaging outside of work activities (e.g. participation in clubs sponsored by a company), to build a solid-human relationship through outside-work informal gathering (e.g. house-warming party, membership training) and to understand the appropriate etiquettes. |  |
| <b>Course Content</b>  |  |
| 35%  | Directed conversations in pairs or small groups and classroom discussions (e.g., debates) in Korean: Review of the following topics:<br><br>Job and aptitude<br><br>Preparation for employment<br><br>Time management<br><br>Organization of a company in Korea<br><br>Online-work<br><br>Human-relationship |

|                                |  |
|--------------------------------|--|
|                                | Phone conversation<br>Business trip<br>Salary<br>Stress<br>Vacation<br>Business presentation<br>Promotion<br>Trading<br>Venture capital<br>Economy   |
| 15%                            | Development of vocabulary and idiomatic expressions<br>Understanding of grammatical structures   |
| 10%                            | Study and understanding of Korean corporate culture and society as it applies to understanding how certain communicative tasks and functions are achieved in speech in Korean  |
| 20%                            | Study of written communication (self-introduction, resume, formal letters, memo, article-summary, contract, proposal, email correspondence)  |
| 20%                            | Presentation-Group presentation, individual presentation, and role-play  |
| Total: 100%                    |  |
| <b>Methods of Presentation</b> |  |
| Methods                        | Group Work<br>Other  |
| Other Methods                  | Other Methods: Lecture on grammar & vocabularies; short readings and cultural notes; comprehension activities (listening to instructor, viewing a video series, audio tapes); speaking activities in pairs; speaking activities in groups; written self-expression on designated topics. |
| <b>Methods of Evaluation</b>   |  |
| Methods                        | <ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 30% - Exams/Tests</li> <li>• 10% - Group Projects</li> <li>• 10% - Oral Presentation</li> <li>• 20% - Papers</li> <li>• 5% - Performance<br/>Role-play</li> <li>• 15% - Quizzes</li> </ul>                 |

|   |  |
|---|--|
|   | <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• 100% - Total</li> </ul> |
| <b>Appropriate Textbooks</b>  |  |
| Textbooks such as the following are appropriate:  |  |
| Formatting Style  | APA  |
| Textbooks   |  |
| 1. Park, C., Jeon, H., Lee, H., Kim, H.. <i>The path to success-Business Korean</i> , ed. Seoul: Jimoondang, 2010, ISBN: 9788962970210.   |  |
| 2. Oh, T. D.. <i>Korean Language for Foreigners (Vocabulary &amp; Expression from Business, Employment College Life 850)</i> , ed. Book Signal, 2014  |  |
| <b>Assignments</b>  |  |
| Sample Assignment   |  |
| 1. Writing: Resume & Self-Introduction - Write an organized resume containing a clear summary of qualification, skills, and experience.   |  |
| 2. Group presentation - Form a group of 2-3 students and conduct a research on a company that students want to work for in future and produce a short report focusing on aspects, such as products, service, history, corporate culture. Students will give a presentation with Q & A sessions.                                 |  |
| 3. Role-play - Students will be provided the situations in which business transactions are typically taking place and each student will play a role with a peer student.  |  |
| <b>Student Learning Outcomes</b>  |  |
| 1. Students are able to use Korean in business communication with confidence: effectively using the appropriate business terms and grammatical structures in business settings; negotiating and delivering messages accurately; and participating in job interviews, business meetings, phone conversations, and presentations. |  |
| 2. Students are able to demonstrate an understanding of company culture and organization in Korea.  |  |
| 3. Students are able to demonstrate an understanding of appropriate etiquette and exchange conversation with confidence in both formal and informal human relationships in a business setting.  |  |
| 4. Students are able to demonstrate appropriate written skills in personal profiles, formal letters, email, memos, and meeting summaries.   |  |
| <b>Minimum Qualification</b>  |  |
| Minimum Qualifications:   | Foreign Languages (Masters Required)   |
| <b>Library</b>  |  |
| List of suggested materials has been given to librarian?  | No   |
| Library has adequate materials to support course?   | Yes  |

## ADVISORY Checklist and Worksheet

### Korean 25: Korean for the Professions

**Proposed Advisory: Korean 4 (Intermediate Korean 4)**

#### SECTION 1 - CONTENT REVIEW:

| Criterion  | N/A | Yes | No |
|--|-----|-----|----|
| 1. Faculty with appropriate expertise have been involved in the determination of the advisory.   |     | √   |    |
| 2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.   |     | √   |    |
| 3. Selection of this advisory is based on tests, the type and number of examinations, and grading criteria.  |     | √   |    |
| 4. Selection of this advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.                                   |     | √   |    |
| 5. The body of knowledge and/or skills which are recommended for success before enrollment have been specified in writing (see below).   |     | √   |    |
| 6. The course materials presented in this advisory have been reviewed and determined to teach knowledge or skills recommended for success in the course requiring this advisory. |     | √   |    |
| 7. The body of knowledge and/or skills recommended for success in this course have been matched with the knowledge and skills developed by the advisory course.                  |     | √   |    |
| 8. The body of knowledge and/or skills taught in the advisor are not an instructional unit of this course.   |     | √   |    |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.   |     | √   |    |

## Advisory Worksheet

### ENTRANCE SKILLS RECOMMENDED FOR SUCCESS IN **Korean 25**

#### (Korean for the Professions)

*(It is recommended that the student to be able to do or understand the following BEFORE entering the course)*

|    |  |
|----|--|
| A) | Ability to understand the differences between formal and informal speech styles in Korean      |
| B) | Ability to understand the differences between polite and non-polite sentence endings in Korean |
| C) | Ability to understand the cultural differences between Asian countries and Western countries   |
| D) | Ability to understand Korean pronunciation rules for correct pronunciation                     |

### EXIT SKILLS (objectives) FROM **Korean 4 (Intermediate Korean II)**

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

|    |  |
|----|--|
| 1. | Ability to write an essay at an intermediate level using a variety of tenses in a complex sentence structure                                       |
| 2. | Ability to speak in an official setting using deferential speech style   |
| 3. | Ability to compare and contrast Korean culture with American culture on the selected topics such as holidays, marriages, and birthday celebrations |
| 4. | Ability to utilize new Korean spelling rules, set phrases, proverbs, and idiomatic expressions in writing and conversation                         |
| 5. | Ability to compose a job application letter along with a resume using a variety of modal expressions such as causative, passive and conditionals   |

|                                      |   | ENTRANCE SKILLS FOR: <b>Korean 25</b> |   |   |   |   |   |   |   |
|--------------------------------------|---|---------------------------------------|---|---|---|---|---|---|---|
|                                      |   | A                                     | B | C | D | E | F | G | H |
| EXIT SKILLS From:<br><b>Korean 4</b> | 1 |                                       | X |   |   |   |   |   |   |
|                                      | 2 | X                                     |   |   |   |   |   |   |   |
|                                      | 3 |                                       |   | X |   |   |   |   |   |
|                                      | 4 |                                       |   |   | X |   |   |   |   |
|                                      | 5 |                                       |   |   |   |   |   |   |   |
|                                      | 6 |                                       |   |   |   |   |   |   |   |
|                                      | 7 |                                       |   |   |   |   |   |   |   |
|                                      | 8 |                                       |   |   |   |   |   |   |   |

**Santa Monica College**  
**Course: DE for non-DE course**  
**Expanded Course Outline for SPAN 2 - Elementary Spanish II**

| Course Cover   |   |
|--|---|
| Discipline   | SPAN-SPANISH  |
| Course Number  | 2   |
| Full Course Title  | Elementary Spanish II   |
| Catalog Course Description   | This course is a continuation of Spanish 1. Using the Natural Approach, this course stresses basic vocabulary and fundamental sentence structure in the past and future indicative tenses and the subjunctive mood. The course develops basic aural and reading comprehension. Students hold simple conversations and write short compositions in the past and future. They read simple texts and further study Spanish and Latin American culture. At least one hour a week of laboratory is required. |
| Rationale  | Hybrid course to accommodate the scheduling needs of our students   |
| Proposal Information   |   |
| Proposed Start   | Year: 1974 Semester: Fall   |
| Proposed for Distance Ed   | Yes   |
| Proposed for Global Citizenship  | No  |
| Course Unit/Hours  |   |
| Variable Hour Exist  | NO  |
| Credit Hours   | Min: 5.00   |
| Weekly Lecture Hours   | Min: 5.00 (Sem: 90)   |
| Weekly Laboratory Hours  | Min: 0  |
| Weekly Arranged Hours  | Min: 1.00 (Sem: 18)   |
| Total Semester Instructional Hours   | 108.00  |
| Repeatability  | May be repeated 0 time(s)   |
| Grading Methods  | Letter Grade or P/NP  |
| Transfer/General Ed  |   |
| Transferability  |   |
| Transfers to UC  |   |
| Transfers to CSU   |   |
| IGETC Area:  |   |
| <ul style="list-style-type: none"> <li>• IGETC Area 3: Arts and Humanities               <ul style="list-style-type: none"> <li>◦ 3B: Humanities</li> </ul> </li> <li>• IGETC Area 6: Language other than English               <ul style="list-style-type: none"> <li>◦ 6A: Languages other than English (UC Requirement Only)</li> </ul> </li> </ul> |   |
| CSU GE Area:   |   |
| <ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages               <ul style="list-style-type: none"> <li>◦ C2 - Humanities</li> </ul> </li> </ul>   |   |



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| SMC GE Area:   |   |
| <ul style="list-style-type: none"> <li>• GENERAL EDUCATION PATTERN (SMC GE) <ul style="list-style-type: none"> <li>◦ Area III: Humanities</li> </ul> </li> </ul>                           |   |
| <b>Pre/Corequisites &amp; Advisories</b>   |   |
| <b>Skills Advisory</b>   |   |
| SPAN 1   |   |
| The advisory for this course is comparable to two years of high school Spanish.  |   |
| <b>Course Objectives</b>   |   |
| Upon satisfactory completion of the course, students will be able to:  |   |
| 1. Use comprehensible though not native pronunciation  |   |
| 2. Distinguish between the use of ?Vos? and ?Vosotros? in certain dialects of Spanish  |   |
| 3. Conjugate verbs correctly in the present indicative and subjunctive, present and past progressive, preterite and the imperfect, present and past perfect, future and conditional tenses |   |
| 4. Construct grammatically correct sentences using these tenses  |   |
| 5. Choose correctly between the preterite and imperfect tenses and use the past progressive to narrate events in the past  |   |
| 6. Use formal and informal commands to make requests and give orders   |   |
| 7. Use the present subjunctive to make recommendations and refer to anticipated events   |   |
| 8. Describe future plans using the future tense  |   |
| 9. Describe hypothetical possibilities using the conditional tense   |   |
| 10. Choose correctly between ?ser? and ?estar? to express ?to be?  |   |
| 11. Construct sentences with verbs such as ?gustar?  |   |
| <b>Arranged Hours Objectives</b>   |   |
| Upon satisfactory completion of the course, students will be able to:  |   |
| 1. Ask and answer questions about familiar topics in Spanish using the present/preterite/imperfect/present perfect, future, conditional and subjunctive tenses.                            |   |
| 2. Understand spoken Spanish at an elementary or at a low intermediate level.  |   |
| 3. Speak Spanish with a certain degree of accuracy.  |   |
| <b>Course Content</b>  |   |
| 4%   | <p><b>Introduction:</b> Explanation of course content, procedures, syllabus.</p> <p>Discussion and exploration of language learning strategies.</p>   |
| 12%  | <p><b>Topics and Grammar:</b></p> <p>Review of regular and irregular verbs in the present indicative</p> <p>Review of:</p> <p style="padding-left: 40px;"><b>Preterit tense of regular verbs and –car, -gar, -zar verbs</b></p> <p style="padding-left: 40px;"><b>Preterit of <i>ir</i> and <i>ser</i></b></p> <p style="padding-left: 40px;"><b>Indirect object nouns and pronouns</b></p> <p style="padding-left: 40px;"><b><i>Gustar</i> and similar verbs</b></p> |

|     |  |
|-----|--|
|     | <p><b>More about ser and estar</b></p> <p>Review of accentuation rules</p> <p><b>Culture:</b> The Geography of the Spanish-Speaking World</p>  |
| 12% | <p><b>Topics and Grammar:</b> Sports, past activities, seasons, weather</p> <p>Review of seasons and weather</p> <p>Talking about the past: <b>Preterit of reflexive verbs</b></p> <p>Talking about the past: <b>Preterit of -er and -ir verbs whose stem ends in a vowel</b></p> <p>Talking about the past: <b>Preterit of stem-changing -ir verbs: e → i, o → u</b></p> <p>Emphasizing or clarifying information: <b>Pronouns after prepositions</b></p> <p>Review of common irregular verbs in the preterit tense:</p> <p><b>hacer, poner, venir, decir, traer, ver, dar, dormir, and leer</b></p> <p>Talking about the past: <b>More irregular preterits</b></p> <p><b>Culture:</b> Argentina, Uruguay and Chile</p> |
| 12% | <p><b>Topics and Grammar:</b> Holidays, celebrations, traditions, invitations</p> <p>Expressing ongoing actions and describing in the past: <b>The imperfect</b></p> <p>Narrating in the past: <b>The preterit and the imperfect</b></p> <p>Expressing reciprocity: <b>Reciprocal constructions</b></p> <p>Comparing people and things: <b>Comparisons of inequality and equality</b></p> <p>Comparing people and things: <b>The superlative</b></p> <p><b>Culture:</b> Mexico</p>   |
| 12% | <p><b>Topics and Grammar:</b> Careers and professions, work, looking for a job</p> <p>Avoiding repetition: <b>Review of direct and indirect object pronouns</b></p> <p>Avoiding repetition: <b>Use of direct and indirect object pronouns together</b></p> <p>Talking about the past: <b>Additional uses of the imperfect and the preterit:</b></p> <p><b>the imperfect progressive, iba a + infinitive, “state verbs” and changes in meaning</b></p> <p>Giving instruction or suggestions: <b>Formal commands</b></p> <p><b>Culture:</b> Guatemala</p>  |
| 12% | <p><b>Topics and Grammar:</b> Foods, recipes and meals, the supermarket, setting the table</p> <p>Stating impersonal information: <b>Se + verb constructions</b></p> <p>Expressing the unexpected: <b>Use of se for Unplanned Occurrences</b></p> <p>Talking about the recent past: <b>Present perfect and participles used as adjectives</b></p> <p>Giving instructions in informal settings: <b>Informal commands</b></p>  |

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|  | <p>Talking about the future: <b>The future tense</b></p> <p>Hypothesizing about the present and the future: <b>If-clauses with present indicative and future</b></p> <p><b>Culture:</b> Ecuador</p>  |
| 12%  | <p><b>Topics and Grammar:</b> Health, medical care, and the human body</p> <p>Expressing actions: <b>Uses of the infinitive</b></p> <p>Expressing expectations and hopes: <b>Introductions to the present subjunctive</b></p> <p>Expressing emotions, opinions, and attitudes: <b>The subjunctive with expressions of emotion</b></p> <p>Review: Expressing intention, means, movement, and duration: <b>Some uses of por and para</b></p> <p>Expressing goals, purposes and means: <b>More uses of por and para</b></p> <p><b>Culture:</b> Cuba, Dominican Republic and Puerto Rico</p>                   |
| 12%  | <p><b>Topics and Grammar:</b> Travel and transportation</p> <p>Expressing possession: <b>Possessive pronouns</b></p> <p>Expressing affirmation and negation: <b>Affirmative and negative expressions</b></p> <p>Talking about things that may not exist: <b>Use of subjunctive in adjective clauses</b></p> <p>Expressing doubt and uncertainty: <b>Subjunctive with expressions of doubt</b></p> <p>Talking about the past: <b>Review of the preterit and imperfect</b></p> <p><b>Culture:</b> Panama and Costa Rica</p>  |
| 12%  | <p><b>Topics and Grammar:</b> Social change and the future</p> <p>Expressing conjecture and certainty: <b>The indicative and subjunctive with adverbial conjunctions</b></p> <p>Hypothesizing: <b>The conditional</b></p> <p>Expressing wishes and recommendations in the past: <b>The imperfect subjunctive</b></p> <p>Hypothesizing about the present and the future: <b>If-clauses with imperfect subjunctive and conditional</b></p> <p>Talking about the past from a past perspective: <b>The pluperfect (or past perfect)</b></p> <p><b>Culture:</b> The Diversity of the Spanish-Speaking World</p> |
| Total: 100%                                    |  |
| <b>Arranged Hours Instructional Activities</b> |  |
| Methods  | Lab  |
| <b>Methods of Presentation</b>                 |  |
| Other Methods                                  | <p>Lecture on grammar and cultural topics</p> <p>Comprehension activities (listening to instructor, viewing a video series)</p> <p>Speaking activities in small groups and pairs</p>   |

|   |   |
|---|---|
|   | Language Laboratory (pronunciation, spelling and vocabulary acquisitions activities)<br>Written self-expression on designated topics<br>Short reading and cultural note activities  |
| <b>Methods of Evaluation</b>  |   |
| Methods   | <ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Exams/Tests<br/>8 Tests</li> <li>• 30% - Final exam</li> <li>• 15% - Homework<br/>MySpanishLab and in class assignments</li> <li>• 10% - Lab Reports<br/>Language Laboratory Assignments</li> <li>• 15% - Quizzes<br/>Unit Quizzes</li> <li>• 100% - Total</li> </ul> |
| <b>Appropriate Textbooks</b>  |   |
| Textbooks such as the following are appropriate:  |   |
| Formatting Style  | APA   |
| Textbooks   |   |
| 1. Guzman, Elizabeth et al. <i>Unidos Classroom Manual: An Interactive Approach</i> , 2nd ed. New York: Pearson, 2016, ISBN: 9780133958775.   |   |
| <b>Assignments</b>  |   |
| Sample Assignment   |   |
| <p>#1 After learning different concepts that cause the subjunctive form of the verb to be used in the subordinate clause of a statement, student will with 90% accuracy fill in the appropriate verb form on an exercise comprised of 20 sentences.</p> <p>#2 After learning the difference between the imperfect and the preterite tense uses, student will with 90% accuracy fill in the appropriate verb form of the preterite or imperfect in a story line comprised of 20 sentences.</p> |   |
| <b>Student Learning Outcomes</b>  |   |
| 1. The student will demonstrate the ability to use vocabulary associated with the following topics in Spanish: daily activities, food, childhood/family, geography/weather, travel plans, the automobile, the human body and health, shopping, household items, wedding and marriage and personal goals. As assessed by: Written responses to oral and/or written questions on exercises, quizzes, and/or exams   |   |
| 2. The student will demonstrate the ability to write in Spanish using the tenses studied in Spanish 1 as well as by using the preterit/imperfect, present perfect, present subjunctive, future, conditional and imperfect subjunctive tenses. As assessed by: Responses to oral and and/or written questions on exercises, quizzes, and/or exams.   |   |

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| 3. The student will demonstrate cultural awareness regarding the following topics: Hispanic food, music, literature, art and outstanding Hispanic persons. As assessed by: participation in class discussions and making presentations on a selected cultural topic |  |
| <b>Minimum Qualification</b>  |  |
| Minimum Qualifications:   | Foreign Languages (Masters Required)   |
| <b>Library</b>  |  |
| List of suggested materials has been given to librarian?  | No   |
| Library has adequate materials to support course?   | No   |
| <b>Distance Ed</b>  |  |
| <b>Distance Education Application</b>   |  |
| Delivery Methods  | Online/Classroom Hybrid  |
| <b>Distance Education Quality</b>   |  |
| Quality Assurance   | <p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>   |
| Additional Considerations   | <p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p> |
| <b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b>  |  |
| <b>Student Interactions</b>   |  |
| Student-Instructor Interaction  | The Instructor-Student interaction will happen in the classroom-during the weekly (2.5 hours each time) face-to-face sessions-and online through Canvas. The online interaction will consist of email communications, class announcements to convey important course information such as deadlines, additional learning resources, etc.  |

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|  | There will be weekly discussion forums where the instructor will give individual feedback to students work. In addition to the class face-to-face meetings with students, the instructor will hold weekly virtual office hours in order to be more accessible and to promote effective synchronous interaction.   |  |
| Student-Student Interaction  | The face-to-face Student-Student interaction will occur mainly during each week on ground session (2.5 hours each time). Students work in pairs and groups, where they can share ideas, comment on the course material, and work together on class projects. In addition, they will get to use the target language as they engage in communicative activities prepared by the instructor. Students will also engage in weekly threaded discussions where they have to create an original post based on the each unit main cultural and grammar focus. Students will be asked to respond to their classmates original posts. |  |
| Student-Content Interaction  | The students will have daily interaction with the course content through the assigned course materials, and assignments. Students will need to have completed a variety of activities from MySpanishLab, the LMS that accompanies the textbook, prior to each weekly on ground session. This is crucial to maximize students' performance and interaction with other students. In addition, students will engage in activities using material provided by the instructor.   |  |
| <b>Online class activities that promote class interaction and engagement</b> | <b>Brief Description</b>  | <b>Percentage of Online Course Hours</b> |
| Videos   | Listening Comprehension activity as part of their weekly lab work): Students will watch culturally relevant and original videos about each chapter's cultural focus. The instructor will give individual feedback to the student and grade the assignment based on effort rather than focusing mainly on accuracy. An example assignment: Watch the video ?La pirámide de la dieta mediterránea? located on SansSpace in the folder "Varios". While you watch, complete the activities handout, and submit your work through Canvas.  | 16.5%                                    |
| Other (describe)   | (speaking activity): ¿Cómo fue el día de Pablito ayer? For this assignment, the student will have to review the conjugations of the regular and irregular verbs in the preterit, as well as those used to describe the daily routine (as covered and practiced in the on ground session). The student will also have to access the course shell on Canvas and open the VoiceThread application. Similar to the activity done in class with their classmates, they will see 12 slides with pictures of the different activities Pablito  |  |

|                             |  |  |
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|                             | <p>did yesterday, a very busy day for him. For each slide, they will produce (orally) a complete sentence, which they then record. The instructor will give individual feedback about their pronunciation and correct use of the preterit tense in Spanish.</p>  |  |
| <p>Threaded Discussions</p> | <p>Example of a Student-Student interaction through an assignment (writing activity/composition):<br/>Presentaciones/Introductions: First, review your class notes and the grammatical explanations on MySpanishLab. On this week’s discussion on Canvas, you will introduce yourself to the class and include the following information: ? Tu nombre y tu edad (¿Cuántos años tienes?) ? Describe tu personalidad ? Las actividades que te gusta hacer en tu tiempo libre ? Hace cuánto tiempo que estudias en SMC ? Qué estudias en SMC y cuántas clases estás tomando este semestre ? Por qué quieres aprender español ? Then, respond to at least two of your classmates? posts.</p> |  |

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

Classroom time will be dedicated to communicative, proficiency-oriented activities. Students will engage in activities focused on listening, speaking, reading and writing for a purpose and will participate in a student-centered environment that will allow for increased comprehensible input and opportunities for negotiation of meaning. Some grammar structures will be further explained in class in cases of linguistic difficulty. All of the mechanical drills and practice are moved to the computer-based portion of the course, which will have firm deadlines for preparation and practice. This will force students to complete reading and preparation prior to class to maximize class participation and effectiveness of activities.

Spanish 2 covers Chapters 7 through 12 from the Unidos textbook by Pearson. The Unidos textbook is designed to be used along side the online component, which also provides the student with a eText. In the hybrid version of Spanish 2, students will only need to purchase the online component, making the class more affordable.

The content will be divided by Chapters, each with its own cultural focus. For this class students will need to have access to a reliable computer and Internet connection, as they will be expected to be knowledgeable of Canvas, SansSpace (Lab Access), MySpanishLab website.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college’s existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor must be knowledgeable of the features offered by Canvas.

- ConferNow CCC to give lessons
- Chat to communicate with students
- Create weekly modules and pages to organize course content
- Create announcements and discussion forums

-Gradebook

-Create assignments requiring online submissions.

-Add VoiceThread and offer support to students in case of technical difficulties

Know SansSpace and be the contact person in case students experience technical difficulties.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Language Lab Orientation for both online and on-campus.

This must be done the first week of the semester in Drescher 219.

Tutorials and instructions on how to access and navigate SansSpace, the off-campus lab, so they can do lab assignments remotely and still track the time spent.

On campus Spanish tutoring offered by the Modern Language Lab and available almost every day of the week.

Online Spanish tutoring via Smarthinking Online Tutoring offered by the college when available.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

If a disabled student has an issue with Canvas the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist should be contacted to help address the issue.

The instructor will provide links in their syllabus to the:

Student Help Desk

Canvas Help for Students

Disabilities Resource Department

Contact information and a copy of the Center for Students with Disabilities Handbook.

All the videos shown in class and hosted on Canvas or SansSpace and all other instructional multimedia will be captioned.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Use the present subjunctive and use formal commands to make recommendations and refer to anticipated events.

Format: Threaded Discussion on Canvas

The class will be divided in two groups. Group A will take on the role of the Advice Columnist, and those in Group B will take on the role of readers with a problem and are seeking advice and recommendations.

Each student on Group B will write a paragraph describing how they feel, and describing the situation that worries them. Students in Group A, will write a response paragraph addressing the concerns of the distressed student. For this assignment students must make use of the Present subjunctive and may also use the formal command. Attached please see a sample of this activity.



### Assessment Best Practices

15%-**Quizzes (every other week)** - Short quizzes (format: multiple choice, fill in the blanks, short answer) at the beginning of the class no more than 15 minutes. Please see file attached to this application.

20%-**Exams** - Exams: There will be two exams, each covering 2 chapters. They are divided in two sections: Section A, will assesses reading comprehension and writing competency, and will be done in class time. Section B, will assess listening comprehension and speaking, and will take place during the last 30 minutes of the session in the computer lab at Drescher 219 using the VoiceThread application. The written section of an exam will test the student's ability to communicate effectively in a real world situation with the target language culture. (Please see file attached to this application).

### Attached Files

[Exam Sample](#)

[Quiz Sample](#)

[Online Strategies-Threaded Discussion](#)

**Santa Monica College**  
**Course: DE for non-DE course**  
**Expanded Course Outline for SPAN 20 - Latin American Civilization**

| Course Cover   |   |
|--|---|
| Discipline   | SPAN-SPANISH  |
| Course Number  | 20  |
| Full Course Title  | Latin American Civilization   |
| Catalog Course Description   | This course introduces students to the development of Latin American culture from pre-Columbian times to the present. It will explore history, literature, art music, geography, archeology, culture, customs and traditions of Spanish America. This course will be taught in Spanish. |
| Rationale  | Hybrid Course to accommodate students scheduling needs.   |
| Proposal Information   |   |
| Proposed Start   | Year: 1998 Semester: Fall   |
| Proposed for Distance Ed   | Yes   |
| Proposed for Global Citizenship  | No  |
| Course Unit/Hours  |   |
| Variable Hour Exist  | NO  |
| Credit Hours   | Min: 3.00   |
| Weekly Lecture Hours   | Min: 3.00 (Sem: 54)   |
| Repeatability  | May be repeated 0 time(s)   |
| Transfer/General Ed  |   |
| Transferability  |   |
| Transfers to UC  |   |
| Transfers to CSU   |   |
| IGETC Area:  |   |
| <ul style="list-style-type: none"> <li>• IGETC Area 3: Arts and Humanities               <ul style="list-style-type: none"> <li>◦ 3B: Humanities</li> </ul> </li> <li>• IGETC Area 4: Social and Behavioral Sciences               <ul style="list-style-type: none"> <li>◦ 4C: Ethnic Studies</li> </ul> </li> </ul>  |   |
| CSU GE Area:   |   |
| <ul style="list-style-type: none"> <li>• CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages               <ul style="list-style-type: none"> <li>◦ C2 - Humanities</li> </ul> </li> <li>• CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical               <ul style="list-style-type: none"> <li>◦ D7 - Interdisciplinary Social and Behavioral Science</li> </ul> </li> </ul> |   |
| SMC GE Area:   |   |

- GENERAL EDUCATION PATTERN (SMC GE)
  - Area III: Humanities

### Pre/Corequisites & Advisories

**Prerequisite**  
SPAN 3

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Identify the physical geography of Latin America.
2. Describe the political geography of Latin America.
3. Discuss the cultural geography of Latin America.
4. Define the historic context in which the nations of Latin America developed.
5. Recognize the influence of Europeans, Asians, Africans and North Americans on the development of: Latin American culture. The Latin American character, Latin American politics, thought, literature, arts, folklore, music, architecture and cuisine.
6. Identify, compare and contrast the great works of Latin American architecture, painting, music, and literature from pre-Columbian times to the present.
7. State the most influential historic events and personalities that shaped Latin American history.
8. Construct the historical events of the twentieth century that have led Latin America to its current social and political structure.
9. Describe the major institutions in Latin America: the government, the church, education, women and the family, and the media.
10. Summarize current political and social structure.

### Course Content

|                    |   |
|--------------------|---|
| 10%                | Introduction to Latin America   |
| 9%                 | Physical geography of Latin America                                   |
| 9%                 | The Aztecs, Mayas and Incas   |
| 9%                 | The Europeans   |
| 9%                 | The conquest and colonization   |
| 9%                 | The colonial culture  |
| 9%                 | Territorial expansion   |
| 9%                 | From conquest to independence   |
| 9%                 | The establishment of nations and the search for cultural emancipation |
| 9%                 | New literary movements: Realism, Naturalism and Modernism.            |
| 9%                 | The present situation of Latin America                                |
| <b>Total: 100%</b> |   |

### Methods of Presentation

|                      |  |
|----------------------|--|
| <b>Other Methods</b> | The course will be conducted in Spanish. The students will complete reading assignments which will be presented in class lectures and discussed in each class meeting. |
|----------------------|--|

|  | Lecture on historical and cultural topics.<br>Discussion of historical and cultural topics.<br>Reports and presentations by the students.<br>Reading<br>Guest lecturers and/or films and documentaries.   |
|--|---|
| Methods of Evaluation  |   |
| Methods  | <ul style="list-style-type: none"> <li>• 10% - Class Participation</li> <li>• 20% - Exams/Tests<br/>Midterm Exam</li> <li>• 20% - Final exam</li> <li>• 15% - Oral Presentation</li> <li>• 25% - Papers</li> <li>• 10% - Quizzes</li> <li>• 100% - Total</li> </ul> |
| Appropriate Textbooks  |   |
| Textbooks such as the following are appropriate:   |   |
| Formatting Style   | APA   |
| Textbooks  |   |
| 1. Arturo A. Fox. <i>Latinoamérica: Presente y pasado</i> , 4th ed. New York: Prentice Hall, 2011, ISBN: 9780205794263.  |   |
| Other  |   |
| 1. References:<br>Winn, Peter, <i>Americas: The changing face of Latin America and the Caribbean</i> , 3er ed. UC Press, 2006.   |   |
| Assignments  |   |
| Sample Assignment  |   |
| <p>Sample assignment #1: Written report</p> <p>The student will select a cultural topic of interest pertaining to Latin America and will write a research paper of 3 -5 pages. The student will become the expert in class on this topic. This research paper should include:</p> <ol style="list-style-type: none"> <li>1. 2 - 3 images that help to visualize the cultural topic, and have appropriate descriptive captions in Spanish.</li> <li>2. Historical background information, with the appropriate bibliography.</li> <li>3. A recent or contemporary point of view, with the appropriate bibliography.</li> <li>4. This should be expressed in Spanish that reflects the student success in level 1-3 at the minimum. The student should use different tenses and modes to communicate ideas.</li> </ol> <p>Sample assignment #2 Class presentation</p> <p>The student will select a cultural topic of interest pertaining to Latin America and will become the expert in class on this topic. The student will present this topic to the class and give a 15 - 20 minute presentation of a brief summary of their research. In this</p> |   |

|   |   |
|---|---|
| presentation the student must:  |   |
| <ol style="list-style-type: none"> <li>1. Show a level of organization.</li> <li>2. Give a brief historical background.</li> <li>3. Present the importance to the culture in the present day setting.</li> <li>4. Answer questions that fellow students might have.</li> </ol>  |   |
| <b>Student Learning Outcomes</b>  |   |
| 1. The student will write a coherent essay/research paper which includes a topic of choice that reflects Spanish American culture. This paper will include: title, introduction, body, conclusion and bibliography. As assessed by: The research paper assigned in class.   |   |
| 2. The students will read, paraphrase and interpret a variety of literary, historic, artistic and creative texts in Spanish. As assessed by: Participation in class discussions and through tests and quizzes.  |   |
| 3. The student will communicate formally and informally in both oral and written forms using new vocabulary, verbs, structures and idioms presented in readings and discussions. As assessed by: Participation in class discussions and through tests and quizzes.  |   |
| 4. The student will demonstrate an understanding of historical, literary, artistic and political themes within the cultural context of the Spanish- American world by, reading, expressing, discussing and defending their point of view. As assessed by: Class participation, oral presentations and research paper. |   |
| <b>Minimum Qualification</b>  |   |
| Minimum Qualifications:   | Foreign Languages (Masters Required)  |
| <b>Library</b>  |   |
| List of suggested materials has been given to librarian?  | No  |
| Library has adequate materials to support course?   | No  |
| <b>Distance Ed</b>  |   |
| <b>Distance Education Application</b>   |   |
| Delivery Methods  | Online/Classroom Hybrid   |
| <b>Distance Education Quality</b>   |   |
| Quality Assurance   | <p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>  |
| Additional Considerations   | <p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> |

|  |  |
|--|--|
|  | <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p> |
|--|--|

### Guidelines and Questions for Curriculum Approval of a Distance Education Course

#### Student Interactions

|  |  |  |
|--|--|--|
| Student-Instructor Interaction   | <p>The Instructor-Student interaction will happen in the classroom-during the weekly (1.5 hours each time) face-to-face sessions-and online through Canvas. The online interaction will consist of email communications, class announcements to convey important course information such as deadlines, additional learning resources, etc. There will be weekly discussion forums where the instructor will give individual feedback to students work. In addition to the class face-to-face meetings with the students, the instructor will hold weekly virtual office hours in order to be more accessible and to promote effective synchronous interaction.</p> |  |
| Student-Student Interaction  | <p>The face-to-face Student-Student interaction will occur mainly during each week on ground session (1.5 hours each time). The students work in pairs and groups, where they can share ideas, comment on the course material, and work together on class projects. In addition, they will get to use the target language as they engage in communicative activities prepared by the instructor. Moreover, the students will engage in weekly threaded discussions where they will have to create an original post based on the each unit main cultural and grammar focus. Lastly, the students will be asked to respond to their classmates original posts.</p>   |  |
| Student-Content Interaction  | <p>The students will have daily interaction with the course content through the assigned course materials, and assignments. The students will need to complete a variety of activities from the Companion Website, the LMS that accompanies the textbook, prior to each weekly on ground session. This is crucial to maximize the students? performance and interaction with the other students. In addition, the students will engage in activities using additional material provided by the instructor.</p>   |  |
| <b>Online class activities that promote class interaction and engagement</b> | <b>Brief Description</b>   | <b>Percentage of Online Course Hours</b> |
| Project  | The students will work in pairs and choose a Latin   |  |

|                     |   |  |
|---------------------|---|--|
| Presentation        | American country. They will focus on a specific topic of interest and become experts in it. They will conduct research based on the guidelines provided by the instructor. Via Canvas, they will create a Discussion Forum and record a lecture-like presentation on the chosen topic. The rest of the class will pose questions and comments on the lecture. |  |
| Written assignments | The students will write and submit a report about the topic they choose for the presentation. The instructor will provide individual feedback to the students.  |  |

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course content will be divided into chapters. The more complex topics will be emphasized in the on-ground sessions. The method of presentation will consist of lectures, group and class discussions, watch relevant film and media content. The online sessions will consist of a multimodal-based presentation to address the different learning styles of the students. Hence, the content will be relayed via video lectures when needed, comprehensive understanding of the course readings via written assignments and tests.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor must be knowledgeable of the features offered by Canvas. -ConferNow CCC to give lessons -Chat to communicate with students -Create weekly modules and pages to organize course content -Create announcements and discussion forums -Gradebook -Create assignments requiring online submissions.  
The instructor needs to have extensive experience using the VoiceThread app.  
Be familiar with Turnitin for essay assignments.  
Be familiar with 3D Media Solutions in order to provide captions to the video lectures.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to counseling and career services  
Links to technical support for online students: Online and phone Help Desk support.  
Links to reference resources  
Link to Campus Library

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

If a disabled student has an issue with Canvas, the instructor should refer the student to or contact the Distance Education Assistive Technology Specialist should be contacted to help address the issue. The instructor will provide links in their syllabus to the: Student Help Desk, Canvas Help for Students Disabilities Resource Department Contact

information and a copy of the Center for Students with Disabilities Handbook. All the videos shown in class and hosted on Canvas and all other instructional multimedia will be captioned.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Objective: Define the historical context in which the nations of Latin America developed.

This assignment created on VoiceThread provides several slides with images. Each slide will have a blank map of Latin America, with one highlighted country. The students, then, must identify the country, then record an answer.

As preparation for this assignment, the historical context of each Latin American country, is previously covered and discussed in the class. This assignment aims on the students' ability to relay information in an academic register.

### Assessment Best Practices

**10%-Students pick a Lat. Am. country, become experts on a specific issue (social, politics, culture) - 2.** On-ground: Oral presentations to the class where each pair of students demonstrate expertise in the chosen topic. First, they will present to the class, and then will have an in class open discussion.

**10%-Students pick a Lat. Am. country, become experts on a specific issue (social, politics, culture) - 10%-Students pick a Lat. Am. country, become experts on a specific issue (social, politics, culture) - 2.** On-ground: Oral presentations to the class where each pair of students demonstrate expertise in the topic they choose of a specific Latin American country.



## Corequisite Checklist and Worksheet

|   |
|---|
| <b>(Enter Discipline and Course # here)</b>   |
| <b>Corequisite:</b> (Enter Discipline and Course # here) ; (Enter Course Title here)  |
| Other prerequisites, corequisites, and advisories also required for this course:<br>(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) |
| (If applicable, enter Discipline and Course # here) ; (Enter Course Title here)   |
| (If applicable, enter Discipline and Course # here) ; (Enter Course Title here)   |

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

| Criterion   | Met                      | Not Met                  |
|---|--------------------------|--------------------------|
| 1. Faculty with appropriate expertise have been involved in the determination of the corequisite.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.  | <input type="checkbox"/> | <input type="checkbox"/> |

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

## Application For Course To Fulfill SMC's Global Citizenship A.A. Degree Requirement

To fulfill the Global Citizenship requirement for a degree from Santa Monica College, students must successfully complete a minimum of 3 units from a list of courses approved with the Global Citizenship designation. These courses fall into one of the following five categories:

### 1) American Cultures:

An American Cultures course utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions. An American Cultures course compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.

### 2) Ecological Literacy:

Ecological literacy requires interdisciplinary understanding of both nature and humanity. This includes scientific examination of the interactions between and within the systems and cycles of the atmosphere, lithosphere, and hydrosphere, which together provide the basis for life on Earth. Ecological literacy also includes awareness and understanding of the many continuing impacts that human beings have had on natural environments, at scales ranging from the local to the global, and how those impacts are linked to the sustainability of social, cultural, and political-economic systems. Any course whose content **focuses primarily on one or more** of four areas (see below) will be considered for the Ecological Literacy category.

### 3) Genders and Sexualities:

A Genders and Sexualities course is substantially focused on how the constructions and varieties of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced in a contemporary context. In order for a course to be considered under the Gender and Sexualities category, the course content **must focus primarily on at least one of five areas (see below)**:

### 4) Global Studies:

A course that fulfills this area will explore the factors that have shaped our global community and provide students with an understanding of their roles in relationship to other peoples and systems on a global level. To be included in the Global Studies category a **course must meet three criteria (see below)**.

### 5) Service Learning:

Service learning is an instructional method that fosters civic responsibility by integrating community service with academic instruction. A course must utilize service learning as a *significant* pedagogy in reaching the course objectives and student learning outcomes as expressed on the course outline of record. In order for the pedagogy to be considered “significant”, a **course must meet four criteria (see below)**.

To submit a course for approval, please complete the following form:

# APPLICATION FOR APPROVAL—COURSE TO FULFILL GLOBAL CITIZENSHIP A.A. DEGREE REQUIREMENT

**Enter Discipline and Course # here**

Step 1: Under which **category** does the course belong? (**Select ONLY ONE**. You may delete the others.)

|   |  |                          |   |                          |   |
|---|--|--------------------------|---|--------------------------|---|
| <div style="border: 1px solid black; padding: 2px; width: 80px; margin: auto;">American<br/>Cultures<br/>Category</div> | <p>Course meets <b>both</b> of the following two criteria: (Please check)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.</td> </tr> </table> | <input type="checkbox"/> | Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions | <input type="checkbox"/> | Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American. |
| <input type="checkbox"/>  | Utilizes a comparative framework to explore how the American identity and experience have been shaped—and will continue to be shaped—by a diverse array of cultural influences and traditions  |                          |   |                          |   |
| <input type="checkbox"/>  | Compares and contrasts at least three American cultures including Latino American, African American, Asian American, Native American and European American.  |                          |   |                          |   |

|   |  |                          |  |                          |  |                          |  |                          |   |
|---|--|--------------------------|--|--------------------------|--|--------------------------|--|--------------------------|---|
| <div style="border: 1px solid black; padding: 2px; width: 80px; margin: auto;">Ecological<br/>Literacy<br/>Category</div> | <p>Course content focuses primarily on <b>at least one</b> of the following four areas: (Check all that apply)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.</td> </tr> </table> | <input type="checkbox"/> | Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives | <input type="checkbox"/> | Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth. | <input type="checkbox"/> | Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability. | <input type="checkbox"/> | Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources. |
| <input type="checkbox"/>  | Conceptual foundations of our environmental attitudes, values and challenges from a variety of cultural perspectives   |                          |  |                          |  |                          |  |                          |   |
| <input type="checkbox"/>  | Scientific understanding of Earth's natural systems and cycles, emphasizing humanity's role as the planet's ecologically dominant species and how that affects the continuing viability of habitats for life on Earth.   |                          |  |                          |  |                          |  |                          |   |
| <input type="checkbox"/>  | Analysis of human activity and its impact on Earth's natural environments, both local and global, and the shorter-and longer-term implications for the planet's livability and sustainability.   |                          |  |                          |  |                          |  |                          |   |
| <input type="checkbox"/>  | Analysis of environmental problems and solutions as they apply to the understanding and practical application of technologies aimed at curbing the adverse impact of human activity on the natural environment and/or improving the sustainable use of natural resources.  |                          |  |                          |  |                          |  |                          |   |

|   |  |                          |   |                          |   |                          |  |                          |  |                          |  |
|---|--|--------------------------|---|--------------------------|---|--------------------------|--|--------------------------|--|--------------------------|--|
| <div style="border: 1px solid black; padding: 2px; width: 80px; margin: auto;">Genders<br/>and<br/>Sexualities<br/>Category</div> | <p>Course content focuses primarily on <b>at least one</b> of the following five areas: (Check all that apply)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">Application of theoretical perspectives based in gender relations to understand social phenomena.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">An examination of the experiences of diverse gender and sexual identities and expressions.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.</td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> <td style="padding: 2px;">The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.</td> </tr> </table> | <input type="checkbox"/> | How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies. | <input type="checkbox"/> | Application of theoretical perspectives based in gender relations to understand social phenomena. | <input type="checkbox"/> | An examination of the experiences of diverse gender and sexual identities and expressions. | <input type="checkbox"/> | An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions. | <input type="checkbox"/> | The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality. |
| <input type="checkbox"/>  | How the constructions of genders and sexualities—as well as identities—are formed, reformed, defined, redefined and experienced by a variety of communities, cultures, and societies.  |                          |   |                          |   |                          |  |                          |  |                          |  |
| <input type="checkbox"/>  | Application of theoretical perspectives based in gender relations to understand social phenomena.  |                          |   |                          |   |                          |  |                          |  |                          |  |
| <input type="checkbox"/>  | An examination of the experiences of diverse gender and sexual identities and expressions.   |                          |   |                          |   |                          |  |                          |  |                          |  |
| <input type="checkbox"/>  | An exploration of how collective identity and experiences have been shaped—and will continue to be shaped—by individuals and groups of diverse gender and sexual identities and expressions.   |                          |   |                          |   |                          |  |                          |  |                          |  |
| <input type="checkbox"/>  | The intersectionality of genders and sexualities with race, ethnicity, class, religion, and nationality.   |                          |   |                          |   |                          |  |                          |  |                          |  |

|                               |   |   |
|-------------------------------|---|---|
| Global<br>Studies<br>Category | Course meets <b>all</b> of the following three criteria: (Please Check) |   |
|                               | <input type="checkbox"/>  | Course content is explored primarily through a global perspective and a comparative and/or analytical framework is used. At least two societies or cultures outside the United States and their global impact are explored. |
|                               | <input type="checkbox"/>  | Course material has contemporary significance. For example, a course would not only examine a period of history but the ways in which that period of history impacts the way we live in the world today.                    |
|                               | <input type="checkbox"/>  | Course content addresses at least two interconnected systems (such as cultural, ecological, economic, political, social and technological systems).   |

|                                 |  |   |
|---------------------------------|--|---|
| Service<br>Learning<br>Category | Course meets <b>all</b> of the following four criteria: (Please Check)   |   |
|                                 | <input type="checkbox"/>   | The required hours of service must be at least 20 per semester.   |
|                                 | <input type="checkbox"/>   | The academic rigor of the course must be supported by the use of service learning.  |
|                                 | <input type="checkbox"/>   | Structured written and/or oral reflection activities must be ongoing, involve instructor feedback to students, and be structured in such a way to help achieve the course and/or assignment objectives. |
| <input type="checkbox"/>        | The service-learning component of the course must be integrated into the grading criteria for the course such that it contributes to at least 40% of the grade. (Please note: the hours completed are NOT part of the grade, the academic work resulting from the service learning hours contribute to at least 40% of the grade.) |   |

**Step 2: Course Outline of Record**  
 It is expected that the particular focus of the category to which you are applying be **integrated throughout the course content, objectives**, etc. As such, the course outline of record must have been updated within the past two academic years to be considered by the committee.

**Step 3: Student Learning Outcome**  
 It is expected that **at least** one student learning outcome (SLO) of this course reflects the particular focus of the category to which you are applying. Please identify that SLO (or multiple SLOs) here:

SLO:

**Step 4: Narrative**

Please write a rationale as to why this course should fulfill of the SMC Global Citizenship A.A. degree requirement for the particular category under which you have applied. Explain how this course fulfills the areas checked above.

Narrative:

**Step 5: Departmental or Area Vote on Fulfillment of Global Citizenship**

|                         | Yes | No | Abstain | Not voting |
|-------------------------|-----|----|---------|------------|
| Department or Area Vote |     |    |         |            |