



1900 Pico Boulevard Santa Monica, CA 90405
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Curriculum Committee Agenda
Wednesday, December 1, 2021, 3:00 p.m.
Zoom Meeting:
Join from PC, Mac, Linux, iOS or Android:
<https://cccconfer.zoom.us/j/93520754825>

Or iPhone one-tap (US Toll): +16699006833,93520754825# or +13462487799,93520754825#

Or Telephone:
Dial:

- +1 669 900 6833 (US Toll)**
- +1 346 248 7799 (US Toll)**
- +1 253 215 8782 (US Toll)**
- +1 312 626 6799 (US Toll)**
- +1 646 876 9923 (US Toll)**
- +1 301 715 8592 (US Toll)**
- Meeting ID: 935 2075 4825**

International numbers available:

https://cccconfer.zoom.us/zoomconference?m=OTM1MjA3NTQ4MjU.8jCMR5vap_ZXEu3Qz54vGMfRR4kf7uzs

Or Skype for Business (Lync): [SIP:93520754825@lync.zoom.us](https://lync.zoom.us/j/93520754825)

Members:

Sheila Cordova, <i>Chair</i>	Walker Griffy	Jacqueline Monge	Briana Simmons
Jason Beardsley, <i>Vice Chair</i>	Hafedh Herichi	Maria Muñoz	Lydia Strong
Bren Antrim	Alex Ibaraki	Estela Narrie+	Esau Tovar
Fariba Bolandhemat	Sharlene Joachim	Patricia Ramos	Audra Wells
Susan Caggiano	Bradley Lane	Brandon Reilly	Dominic Prendergast (A.S.)
Lisa Collins	Emin Menachekanian	Redelia Shaw	Denise White-Odimo (A.S.)

Interested Parties:

Joelle Adams	Rachel Demski	Maral Hyeler	Estela Ruezga
Stephanie Amerian	Joshua Elizondo (A.S.)	Jamar London	Scott Silverman
Maria Bonin	Kiersten Elliott	Laura Manson	Tammara Whitaker
Dione Carter	Tracie Hunter	Stacy Neal	

Ex-Officio Members:

Nathaniel Donahue

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

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements

New Course: GEOLOGY 12, Earth Science with Lab

Units:	4.00
Total Instructional Hours (usually 18 per unit):	108.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	3.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, Transfers to UC (pending review)
IGETC Area:	5A: Physical Science (pending review) 5C: Physical or Biological Science LABORATORY (pending review)
CSU GE Area:	B1 - Physical Science (pending review) B3 - Laboratory Sciences (pending review)
SMC GE Area:	None
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	193000 - Earth Science / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	Earth Science
Program Impact:	Proposed for inclusion in a forthcoming degree or certificate <ul style="list-style-type: none"> • AA-T Elementary Teacher Education

Rationale

This course is being added to fulfill the earth science with lab requirement for the Elementary Education Teacher AA-T. At this time, no other Earth Science or Geology labs fulfill this requirement. The expected demand for this class will be between 35-45 students per semester which argues for starting with one section and then adding more if the demand is present. This will help our students with their transfer and degree goals.

I. Catalog Description

This course introduces students to the fundamental concepts of Earth Science with a laboratory. Topics covered include the solar system, atmosphere, hydrosphere, and geosphere, This course focuses on the interactions between physical and chemical systems of the Earth including the tectonic cycle, rock cycle, hydrologic cycle, weather and climate.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Good Earth: Introduction to Earth Science, 5, David McConnell and David Steer, McGraw Hill © 2021, ISBN: 9781260364125
2. Exploring Earth Science, 2, Stephen Reynolds and Julia Johnson, McGraw Hill © 2019, ISBN: 9781259638619
3. Jessica Olney, Allan Ludman, Stephen Marshak, and Robert Rauber.. Laboratory Manual for Earth Science, Norton
4. The following is an Open Educational Resource: Title: Earth Science URL: <https://www.oercommons.org/courses/earth-science-4/view>

III. Course Objectives

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

1. Explain and apply the scientific method
2. Demonstrate a fundamental understanding of and be able to apply concepts, principles and interactions of Earth's systems including the: hydrologic cycle, rock cycle, plate tectonics, solar system, geologic time, weather and climate.
3. Explain basic properties of minerals and rocks and to identify representative physical samples
4. Explain the processes that shape the Earth and how they change over geologic time
5. Communicate complex course concepts effectively in writing and diagrams

IV. Methods of Presentation:

Distance Education, Lecture and Discussion, Lab, Observation and Demonstration, Discussion, Group Work, Experiments

V. Course Content

<u>% of Course</u>	<u>Topic</u>
5.000%	Studying Earth Science: What is Earth Science, Introduction to the Scientific Method
20.000%	Earth's Internal Forces: Plate Tectonics, Geologic Structures, Mountain Building, Earthquakes, Volcanoes
12.500%	Earth's Materials: Minerals, Igneous, Sedimentary and Metamorphic Rocks, Soils
12.500%	Earth History: Geologic Time, Relative and Absolute Dating, Fossils and Fossilization
12.500%	Earth's External Processes: Surface Water and Groundwater, Glaciers, Deserts
12.500%	Oceanography: Ocean Currents, Tides, Shorelines
12.500%	Atmosphere: Composition of the Atmosphere, Seasons, Atmospheric Moisture, Weather Patterns and Severe Weather, Climate
12.500%	Astronomy: The Solar System, Stars and Stellar Evolution, Interstellar Matter, Formation of the Universe
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
30%	Exams/Tests: two to three exams
10%	Final exam
30%	Lab Reports: Lab reports or lab exercises done on a weekly basis (12-15 lab exercises)
15%	Quizzes: Weekly quizzes to check for understanding and student progress
15%	Written assignments: Written assignments to enhance classroom learning (ex: discussion posts, scientist spotlights, geology in the news)
100%	Total

VII. Sample Assignments:

Scientist Spotlight : Listen to the following interview with Dr. Chris Jackson

<https://www.scinotsci.com/episodes/2018/11/12/ep63-being-a-positive-role-model-chris-jackson> Note that Dr.

Jackson was also featured in the film we watched this week for lab (<https://www.dailymotion.com/video/x6b0ao7>)

Write a 250-word response guided by the questions: What did you think? What surprised you about the scientist?

What do you find interesting about their work? What does this interview tell you about the types of people who

study science? If you could ask Dr. Jackson any question, what would it be?

Virtual Earthquake Lab: Overview: Most earthquakes occur when movement along a fault releases energy stored in rocks in the form of seismic waves. This energy initially travels through the interior of the Earth as body waves, commonly known as P-waves and S-waves. Some of this energy transforms into energy that travels along Earth's surface, known as Surface waves, which we experience as an earthquake. Earthquakes are common on the Earth's surface. They occur numerous times every day across the globe. Seismic stations positioned around the globe record these earthquakes every day producing seismograms, or visual records of seismic activity. Most earthquakes are associated with tectonic activity; however, some occur as a result of human activities, such as fracking. Regardless of the source, determining the origin, or epicenter, of any given earthquake can be

accomplished using a simple triangulation method that requires seismograms, or recordings, from three different seismic stations. While this triangulation process can be done by the hand, the following simulation will walk you through the process required to determine the origin of an earthquake. Instructions: Using the Geology Labs On-Line: Virtual Earthquake Simulation, you will examine the seismograms from four locations, including the San Francisco area, Southern California, the Japan region, and Mexico, to determine the locations of the epicenters of four earthquakes that occurred in each of the respective regions. Working through this simulation will require that you examine the seismograms from three seismic stations at each location. Your first task will be to determine the S-P interval or the gap in time between the arrival of the P-wave and the arrival of the S-wave at each seismic station, as read from seismograms from each of the three seismic stations. You will use the S-P interval from each seismic station to determine how far the epicenter of the earthquake is from that particular seismic station using a Time-Travel Graph. This distance is referred to as the epicentral distance. The difficulty arises when we try to determine exactly where the epicenter of the earthquake is relative to any given seismic station. To isolate the location of the epicenter, a circle is drawn around each seismic station where the radius of each circle is the distance that seismic station is from the epicenter as determined by the S-P interval. If you have read each seismogram correctly, all three circles will intersect at a point that marks the location of the epicenter of that earthquake. After determining the location of the epicenter of the earthquake, you will return to the seismograms for that location to measure the maximum amplitude of the S-wave as shown on each seismogram. Using a Richter Nomogram, you will use the maximum amplitude of the S-waves measured on each seismogram and the corresponding epicentral distance to determine the Richter magnitude. You will be allowed to compare your results to the actual data from each earthquake. URL for the Geology Labs On-Line: Virtual Earthquake Simulation: <https://www.sciencecourseware.org/VirtualEarthquake/VQuakeExecute.html>.

VIII. **Student Learning Outcomes:**

1. Students will identify the most common rock forming minerals and the three main types of rocks: igneous, metamorphic, and sedimentary.
2. Students will demonstrate an understanding that Earth is a dynamic planet shaped by physical processes over geologic time.
3. Students will describe the Earth systems, including the Geosphere, Atmosphere, Hydrosphere and Biosphere, and discuss their interactions as they relate to climate change and mass extinctions.

GEOL 12 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

There will be frequent instructor-student interactions. Each week students will be greeted by an announcement that summarizes the content introduced last week, highlights the major takeaways from last week's module, introduces the new module, and outlines what students will complete each week. The instructor will also regularly post announcements alerting students to opportunities on campus, extra credit opportunities in the course, and any other announcements relevant to the course or student life at SMC. Each week students will check in with the class and the instructor in a weekly discussion board guided by a prompt written by the instructor. In this discussion, students will have the opportunity to reflect on their performance each week, to share their successes and challenges, to announce how they plan to approach the upcoming week, and to discuss any thoughts/questions they had from the previous module. The instructor will read these each week and provide personalized responses to the students that may lead to further dialogue between the student and instructor. The course will be structured into modules that cover one or more concepts each week. In each module, the instructor will engage with the student through pre-recorded videos, pages containing content curated by instructor, and interactive activities that include the instructor and students. The instructor may also elect to hold live virtual meetings using video conferencing technology to interact with students. The instructor will be available during regularly scheduled office hours each week through video conferencing software. Students will use the video conference function in the LMS to sign-up for specific time slots during office hours. Additional office hours will be scheduled, if needed for student convenience. The course will have a Q&A discussion board where the instructor and students may communicate readily about course content and questions concerning weekly activities. The instructor will also be available through email; all emails sent M-F will be replied to within 24 hours.

1b. Student - Student Interaction:

Students will interact with one another via threaded discussion boards. In each week's module, the instructor will assign one or more prompt-guided discussions where students will discuss concepts introduced in that week's module. Students will be required to submit individual posts and reply to other students' submissions. The instructor will also create informal threaded discussion boards where students can connect virtually in an informal setting similar to the way students engage before and after class in an on-ground setting. The instructor will also create an informal discussion board where students can ask questions about the class that apply to all students similar to the way students can raise their hand in an on-

ground class and ask questions about the course. The instructor will respond to student questions, but students will also be encouraged to respond to one another. Students may also use threaded discussion boards to create lab groups and collaborate on other group-oriented class work. The instructor may also elect to hold optional virtual work sessions via video conferencing, such as Zoom, so that students may engage with one another while completing group-oriented coursework.

1c. Student - Content Interaction:

Students will interact with content in a variety of ways, including but not limited to, pages that consist of curated content, pre-recorded videos created by the instructor and/or from reputable educational sources, discussion boards, guided chapter review questions, chapter quizzes, lab exercises, and lab quizzes. On occasion, additional assignments are offered to provide additional learning opportunities. The chapter quizzes will provide a low-stakes opportunity for students to test their mastery and understanding of the course material before exams. Lab quizzes will assess students' comprehension of core aspects of each week's lab. Students will also be provided with extra credit opportunities that encourage student engagement. All video content will have captioning to go with the audio portion.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Exams	Three exams will be given. Each exam will cover 3-5 chapters. These exams will be administered via the learning management software. Weekly reading quizzes will be completed by students after they finished the reading and complete an optional outline.	30.00%
Online Lecture	Weekly videos will introduce students to the material and explain the fundamental concepts for the week. These videos will also include short introductions to the weekly lab assignment and, when needed, a virtual walkthrough of any other aspects of the week (i.e. assignments, discussion boards, etc.) that require a more detailed explanation.	20.00%
Threaded Discussions	Students will respond weekly to a threaded discussion. This will be a space for the instructor to check comprehension, answer questions as needed, and for students to provide peer-to-peer instruction.	15.00%
Videos	Videos will be used for some of the material. The highly visual and cinematic nature of many existing documentaries helps to bring the material to life to students. Examples of videos that may be used include this BBC documentary of volcanoes in Africa: https://www.dailymotion.com/video/x6b0ao7	5.00%
Other (describe)	Weekly labs accompany each lecture. Labs are an opportunity for students to engage more deeply with the material through exercises designed to help students think critically and apply their knowledge (i.e. identify rocks and minerals based on their learning of mineral and rock types from lecture and reading)	30.00%

2. Organization of Content:

The course introduces students to the concepts fundamental to Earth Science. Content is organized around the concepts listed in the course content outline and follows a linear structure where the underlying themes of earth science are taught and then using that knowledge students build their knowledge base. As they master concepts, they are introduced to higher level learning which requires them to tap into their earlier acquired knowledge. The course will be organized into weekly modules that introduce one or more concepts each week. As stated above, each week the instructor will post an announcement summarizing the content introduced in the previous module, where applicable, and introducing the upcoming module. Each module will begin with an overview of the module and conclude with a summary of the module posted as pages in the LMS. Content will be organized into pages curated by the instructor summarizing concepts introduced in the module, captioned videos created by the instructor and/or reputable educational sources, quizzes allowing students to assess their mastery of the concepts introduced, threaded discussions allowing students to engage with the material and one another, and labs or other interactive activities. Other course-specific components will be developed and provided as necessary. All material is presented through the available technologies and primarily relies on the College preferred LMS and video conferencing technology. The assigned activities allow students to assess their performance and progress in each module at their own pace within the general deadlines provided. Class activities provide immediate feedback to ensure progressive involvement and successful completion of each module in the course.

3. Assessments:

% of grade	Activity	Assessment Method
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45.00%	Exams	There will be an exam at the end of every 3-5 chapters (1/3 of the way through the course content) which will be in the form of a multiple choice test completed online through the LMS.
10.00%	Reading Quizzes	At the end of each weekly chapter, students will take a quiz that will be submitted online. The quiz will consist of a variety of questions that can include multiple choice, matching, true-false, fill-in-the-blank, and/or short answer questions.
15.00%	Threaded Discussion	For each chapter, students will be expected to respond to posted questions in the threaded discussion. Students will respond to the prompt as well as to each other and post them in a dedicated threaded discussion board.
30.00%	Labs	A lab will be assigned to each module and a detailed report submitted

4. Instructor's Technical Qualifications:

An instructor would need knowledge and experience delivering course content remotely through the College preferred LMS. They would need to know how to schedule secure video conferencing, such as Zoom meetings, for virtual meetings with students and how to create breakout rooms in video conferencing such as Zoom for students to collaborate during group exercises.

5. Student Support Services:

All student support services should be integrated into the online classroom to facilitate easier access to these resources for our students. If the students can find links to counseling, financial aid, the bookstore, the library, and the center for wellness and wellbeing in one place it will increase the likelihood that they will access those resources when they need them.

6. Accessibility Requirements:

Recorded lectures will have captioning, all videos will have closed captioning as well. Documents and assignments will incorporate accessible features such as alternative text, headings for data tables, and skip navigation. All additional and supplemental material will also be accessible to the fullest extent possible, when that is not possible, appropriate alternative accommodations will be made by the instructor.

7. Representative Online Lesson or Activity:

Course Objective: Demonstrate a fundamental understanding of and be able to apply concepts, principles and interactions of Earth's systems including the: hydrologic cycle, rock cycle, plate tectonics, solar system, geologic time, weather and climate.

In this activity, students will explore the coupled oceanographic- atmospheric phenomenon El Niño Southern Oscillation which has impacts of global weather. The activity will help students understand how the oceans and atmosphere are coupled and control climate as well as short term variations in weather. Students will work on the activity either in small groups via video conferencing technology OR they will complete the work on their own and submit their lab to the LMS. This activity includes watching a video where an expert in ENSO talks about and shows how they research past El Niño events and uses an interactive activity design by the National Oceanographic and Atmospheric Administration.

Watch the following video about El Nino Southern Oscillation and how we go back in time to discover what ENSO was like in geologic time. (<https://www.facebook.com/watch/?v=665420447397036>)

1. Who is the scientist studying on Christmas Island?
2. Where does the largest signal occur for El Niño? (where do we see the largest changes in ocean temperature)
3. Which winds are typically bringing cooler waters to the equator (and which shut down during ENSO)?
4. If ENSO is a natural phenomenon, why are we studying it so much now?
5. What does the coral record?
6. When was the worst El Niño on record? (If you have family who lived in CA during that time, you should ask them what they remember from that)
7. What was the limitation of drilling corals in the ocean?
8. How old are the corals on the beach?
9. How many species of corals are studied for this work?
10. How do they know how old the fossil corals are?
11. What does the data tell us about how ENSO has changed over time?
12. What is most likely the cause of the increase in frequency and severity?

One of the best ways to examine and think about ENSO is using real world data. We are going to work with NOAA data today and in an interactive website they have set up to get you thinking like an oceanographer about ENSO. I have written the questions from the website below- you can keep track of your answers here. (<https://noaa.maps.arcgis.com/apps/MapSeries/index.html?appid=7a6ff2dc781041bcad7f790a719a42dd>).

Navigate to Investigating El Niño Using Data in the Classroom.

Start at the level 1 tab and work your way through Level 5,

1. Lines of latitude indicate _____
 - a. Degree of temperature
 - b. Degrees north and south of the equator
 - c. Areas of equal temperature
 - d. Representations of colors to indicate temperature
2. According to the map, the average monthly sea surface temperature at 5°N and 140°W is approximately:
 - a. 15°C
 - b. 20°C
 - c. 26°C
 - d. 31°C
3. Why is it important for researchers to look at data for more than one year to determine sea surface temperature change?
 - a. From year to year, temperature patterns may be quite different
 - b. Some years, data is not reliable
 - c. A lot of data is needed to analyze trends
 - d. Answer A and C

Level 2

Let's explore how maps and graphs give us different ways of examining sea surface temperature data.

1. What were the monthly average sea surface temperatures along 0° latitude at these locations?
140°E
180°
140°W
100°W
2. What was the SST at 0° latitude at these locations (use the graph)?
140°E
180°
140°W
100°W
3. What is one advantage of using a map over a line graph?
 - a. A map can help determine precise data along a line of latitude.
 - b. A map can help to explain data patterns over large areas

LEVEL 3

The video for this section may not play in the browser. If you cannot see it on the website, you can view it on here. (<https://www.nnvl.noaa.gov/StoryMaps/DITC/ENSO/L3/upwelling.mp4>)

1. Which graph is indicative of an El Niño year?
 - a. A
 - b. B
2. Which diagram is indicative of El Niño upwelling patterns?
 - a. A
 - b. B
3. Which map is indicative of an El Niño year?
 - a. A
 - b. B
4. Interpret the data: did an El Niño event occur in the winter of 2015-2016?
 - a. Yes
 - b. No

Level 4

Now we will examine how ocean productivity is altered during ENSO. Productivity refers to the amount of life in the ocean which is determined by the presence of phytoplankton (you can think of phytoplankton as the grasses of the ocean).

1. The narrow green region along the coast of California indicates:
 - a. Low levels of nutrients
 - b. Low levels of phytoplankton
 - c. High levels of nutrients only
 - d. High levels of nutrients and phytoplankton

2. Which SST map might indicate a disruption in upwelling?
 - a. Left map
 - b. Right map

3. Which chlorophyll concentration map might indicate a disruption in upwelling?
 - a. Right map
 - b. Left map

4. Which was the El Niño year?
 - a. 2009
 - b. 2010

5. Which statement best describes the relationship between El Niño, SST, and chlorophyll concentration?
 - a. SST and chlorophyll concentration increase along the equator during non-El Niño years.
 - b. SST increases and chlorophyll concentration decreases along the equator during El Niño years.
 - c. Chlorophyll concentration always decreases as SST decreases.
 - d. There is no relationship between El Niño, SST, and chlorophyll concentration.

And finally, here is a fun (and quick!) activity using satellite sea surface temperature data. Can you sort the images into El Niño, La Niña and La Nada? (<https://scied.ucar.edu/interactive/enso-sorting-game>)

New Course: HISTORY 17, LGBTQ U.S. History

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC (pending review)
IGETC Area:	3B: Humanities (pending review) 4F: History (pending review)
CSU GE Area:	C2 - Humanities (pending review) D6 - History (pending review)
SMC GE Area:	Area II-B: Social Science (Group B)
Degree Applicability:	Credit – Degree Applicable
Proposed Start:	Fall 2022
TOP/SAM Code:	220500 - History / E - Non-Occupational
Grading:	Letter Grade or P/NP
Repeatability:	No
Library:	Library has adequate materials to support course
Minimum Qualification:	History
Program Impact:	Proposed for inclusion in an existing degree or certificate <ul style="list-style-type: none"> • History AA-T • Social Justice Studies, Gender Studies AA-T

Rationale

LGBTQ History is a now decades-old field of study, but it is poorly represented in US History textbooks, including the one used by most SMC faculty, including myself. Among California community colleges, only CCSF has an LGBTQ US History course, so this would be the second to be offered in the state. The "target population" would be LGBTQ students (among Gen Z, one in six identify as LGBTQ), as well as any other students who wish to learn about the history of this group.

I. Catalog Description

This course surveys LGBTQ US history from the pre-contact era to the present. It examines gender and sexuality, especially the emergence of gender ideologies and sexual identities, as they intersect with race, ethnicity, class, and citizenship. Definitions and transformations of these ideologies and identities will be examined through colonization, industrialization, westward expansion, immigration, urbanization, modernization of science and medicine, war, and civil rights and liberation movements. The course will pay particular attention to LGBTQ Americans' influence on the social, economic, political, and cultural development of the United States.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. The Routledge History of Queer America, Don Romesburg, Routledge © 2018
2. A Queer History of the United States, Michael Bronski, Beacon Press © 2011
3. Queer America: A People's GLBT History of the United States, Vicki L. Eaklor, New Press © 2008

III. Course Objectives

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

1. Describe and discuss, orally and/or in writing, historical concepts of gender and sexuality and identity formation among the diversity of LGBTQ Americans; how they were variously shaped by and impacted key historical events in the pre-colonial and colonial periods and in American wars from the Revolution forward; the influence of industrialization and urbanization on LGBTQ communities; the LGBTQ rights movement from the mid-twentieth century to today, including conservative opposition; and LGBTQ Americans' involvement in such significant times as the WWII and postwar eras, Civil Rights Movement, liberation movements, and contemporary times.

2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, ethnicity, and sexuality), and multi-causation (conjunction), relating such material fully to the course content.
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity, up to the present time.
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.

IV. Methods of Presentation:

Lecture and Discussion, Service Learning, Group Work, Other Methods: Methods of presentation will vary among instructors encompassing a combination of the following: Lecture accompanied by audio-visual material (including maps, material objects, primary photographs, documentaries, films, etc.), class discussion and activities, collaborative-learning activities, and/or service-learning projects.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
9.000%	Introduction to terms, methodologies, sources, and conceptual models regarding LGBTQ history, including the social construction of intersectional identities; historiography
6.000%	Native American gender and sexuality, Two Spirit tradition; Gender and sexuality in colonial America in diverse regions; Religious and legal influences on sexual practices and crimes
6.000%	Gender and sexuality in the Revolutionary Era.
9.000%	Early industrialization and westward expansion, and nineteenth-century gender ideologies and sexuality, romantic friendships and homosocial cultures
6.000%	Sexology, pathologizing sexuality and gender expression, defining identity
6.000%	Industrialization, Urbanization, Leisure culture, Immigration, Emerging Identities
6.000%	Interwar urban subcultures and the Great Depression
6.000%	The gendered experience and impact of World War II; expansion of LBGTQ communities
6.000%	1950s gender and sexuality; repression and activism
13.000%	Civil Rights Movement, gender and sexuality and the counterculture, liberation movements, lesbian feminism, immigration
6.000%	1970s Political gains and losses, anti-discrimination legislation, push to de-pathologize homosexuality
6.000%	1980s AIDS crisis and organizing, growing push for trans rights
6.000%	1990s and 2000s political and legal gains and losses, social and cultural visibility
9.000%	Contemporary issues for LGBTQ Americans
100.000%	Total

VI. Methods of Evaluation

<u>% of Course</u>	<u>Topic</u>
70%	Exams/Tests: Exams, Out-of-Class Papers, and Quizzes; no single assignment shall be worth more than 30% of the final grade
20%	Homework: Homework assignments

10%	Class Participation: Class participation/Discussion
100%	Total

VII. Sample Assignments:

Sample Assignment 1: Briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?

Sample Assignment 2: Write an analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources.

VIII. Student Learning Outcomes:

1. Describe and discuss, orally and/or in writing, historical concepts of gender and sexuality and identity formation among the diversity of LGBTQ Americans; how they were variously shaped by and impacted key historical events in the pre-colonial and colonial periods and in American wars from the Revolution forward; the influence of industrialization and urbanization on LGBTQ communities; the LGBTQ rights movement from the mid-twentieth century to today, including conservative opposition; and LGBTQ Americans' involvement in such significant times as the WWII and postwar eras, Civil Rights Movement, liberation movements, and contemporary times.
2. Demonstrate the ability to interpret historical information by applying analytical skills used by historians—such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity—to the course content.
3. Appraise the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

HIST 17 Distance Education Application

- Fully Online
- Online/Classroom Hybrid (not a delivery option when campus is closed)

1a. Instructor - Student Interaction:

The instructor will send out a pre-course "welcome letter" 1-2 weeks before the course begins with information about the course and how the instructor will communicate with the students. The instructor will provide on-going feedback, comments, and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. The instructor will send frequent reminders of upcoming due dates. The instructor will post an announcement for each week's activities. Include: weekly Check-ins, instructor's availability, and provide physical and virtual office hours along with telephone option and videoconferencing option.

1b. Student - Student Interaction:

Using asynchronous discussion activities students will communicate with their classmates throughout the course regarding course content and everyday life. Most discussions require at minimum comments to 2 classmates. Small group activities/discussions - 3-4 times during the course, Asynchronous Threaded Discussion - 1-2 weekly, Student Lounge discussion board non-course topics.

1c. Student - Content Interaction: Describe the nature and expected frequency of student-content interactions:

Students will interact with course content on a weekly basis through readings, videos, discussions and/or reflective assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Other (describe)	Participation: Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities	25.00%

Exams	Exams/Tests: Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.	50.00%
Written assignments	Homework/Quizzes/Written Assignments: These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.	25.00%

2. Organization of Content:

The course will be divided into weekly modules, including an assignment and objective page sharing with the students the weekly required activities. Activities such as observations, readings, mini video lectures, reflective writing, journaling, videos, and web searches.

3. Assessments:

% of grade	Activity	Assessment Method
25.00%	Homework/Quizzes/Written Assignments	These will use a combination of assignments based on objective questions, short answers/identifications, and brief essays. Various assignments, including book reviews, short research papers, critical analyses of documents, chapter study questions, etc. may also be given.
50.00%	Exams/Tests	Midterm and final exams consisting variously of multiple-choice, key term identification, short answer, and essay components. No single exam will exceed 30% of the class grade.
25.00%	Participation	Threaded discussion, peer feedback, chat room, discussion, or group presentation, collaborative learning activities

4. Instructor's Technical Qualifications:

The instructor should be knowledgeable of accessibility resources on and off-campus, familiar with the LMS tools, and willing to stay current with online learning technology.

5. Student Support Services:

Department website, Center for Wellness, Campus Police, Students with disabilities, Title IX, Learning Environment Statement, DACA statement, Veteran's statement, Teacher Resource Room, Child Development Training Consortium, Library, Scholarships, Career Service Center, SMC Code of Ethics, NAEYC Code of Ethics, SMC Reading Lab, SMC Writing Lab, Child Care

6. Accessibility Requirements:

Instructors will consult with the Disabled Student Serviced High-Tech Training Center. Testing accommodations will be provided to students who qualify. Videos will be properly captioned. Audio-only files will provide transcripts. Images will have alt text. Pages will use Rich Text Editor and best practices for accessibility for page design. When possible, PDFs will be converted to Canvas Pages. PDFs will otherwise be made accessible to screen-readers, in consultation with DSPS.

7. Representative Online Lesson or Activity:

Course Objective #2

Sample Threaded Discussion #1

In a discussion post, briefly summarize and analyze two primary sources, identifying their perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time? Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

Course Objective #3

Sample Threaded Discussion #2

In a discussion post, write a brief analytical essay that identifies and discusses relevant political, economic, social, cultural, and/or external causes of a major event and its outcome. Your essay should draw on secondary sources (the text and lectures) and a minimum of six primary sources. Once this has been completed, reply to two students and either affirm or argue against their analysis of their primary sources, and cite evidence as you do so.

Substantial Change: ENGLISH 30A, Beginning Creative Writing

Units:	3.00
Total Instructional Hours (usually 18 per unit):	54.00
Hours per week (full semester equivalent) in Lecture:	3.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	108.00
Transferability:	Transfers to CSU, UC
SMC GE Area:	Area III: Humanities
Degree Applicability:	Credit – Degree Applicable
Skills Advisory(s):	ENGL 1

Rationale

This update changes the ENGL 1 prerequisite to an ENGL 1 skills advisory to better reflect current practice by faculty who teach this course and regularly secure waivers for students who wish to take this course without the ENGL 1 prerequisite. They shared this practice in the workgroup tasked with developing curriculum for the Creative Writing program. Their reasons for requesting this change were compelling. First, the informal practice of using waivers perpetrates a particular inequity because it creates a barrier to enrolling for those unaware of that option. Second, ENGL 1 introduces students to the reading, research and analytical writing skills they will need for the remainder of their academic career, while the emphasis in ENGL 30A is developing a sensitivity to and appreciation of the way language contributes to and shapes a piece of creative work — essentially ENGL 1 is helpful for engagement in the course, but not required. Additionally, eliminating the prerequisite will allow some students who feel nervous or reticent about college-level English to gain experience and confidence in a creative writing course, and encourage their later enrollment in ENGL 1, potentially aiding student persistence and retention. Lastly, a meaningful segment of the students who enroll in 30A are adult, returning, or part-time students whose primary interest is focused on developing skills in creative writing, so for them, the prerequisite is irrelevant. Given future enrollment predictions, we anticipate and will seek to appeal to these students as we grow the Creative Writing program in the English Dept. The department welcomed this debate on two occasions, and voted to remove the prerequisite in favor of an advisory.

I. Catalog Description

This course is designed to introduce students to the craft and technique involved in writing short fiction and/or poetry.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. 100 Years of the Best American Short Stories, Houghton Mifflin Harcourt, 2015, Print, Moore, Laurie; Heidi Pitlor, Houghton Mifflin Harcourt Publishing Company © 2015, ISBN: 9780547485850
2. The Writers Notebook: Craft Essays from Tin House Books, Allison, Dorothy, Tin House Books © 2009
3. The Practice of Poetry: Exercises from Poets Who Teach, Behn, Robin and Chase Twichell, Harpers © 1992
4. Obit, Print, Chang, Victoria, Copper Canyon Press © 2020, ISBN: 9781556595745

III. Course Objectives

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

1. Utilize a series of exercises that will facilitate the acquisition of tools, techniques and inventory that will develop his or her basic creative writing skills.
2. Demonstrate the importance of voice, audience, and purpose in their writing.
3. Apply skills for reading one's work aloud.
4. Provide specific, constructive criticism of the creative work of fellow students.
5. Produce a portfolio of work based on the exercises assigned.
6. Analyze works of fiction from a writer's perspective.

IV. Methods of Presentation:

Discussion, Lecture and Discussion, Other Methods: Critiquing of works read, media presentations (sound recordings of famous poets and fiction writers reading their works and some videos), and exercises. Reading and analysis. Participation in peer review workshops as writers and editors.

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Automatic Writing/Stream of Consciousness: The purpose of the exercise is to teach the student how to extract from his automatic writing/journal writing material that can be shaped into a poem.
5.000%	Objects or "What's on My Desk": Write about a specific place filled with "hot" objects: your desk, a closet, a jewelry box, a hope chest, book shelf where the objects, as they are being defined or described, reveal a special connection or history—what Eliot called the "objective correlative." Focus on communicating the emotional or personal connection through images that suggest deeper or more extensive "meaning," rather than relating that "meaning" through concepts, feelings, and intellectual ideas. Avoid creating merely a list.
5.000%	Setting: Choose a setting—from the past or the present. Avoid relating merely a description, such as the kind beginning composition classes assign when learning how to write a descriptive essay. Choose instead a setting, which exudes some interesting experience, psychological connection, or buried meaning for the psyche. However, take care not to focus overtly on the "symbolic or psychic connections," but rather the actual physical set, the details, the smells, colors, sounds that, out of a detailed description, the speaker's emotional connection or interest comes into focus. Once again, speak in images, and concentrate on the physical "set."
5.000%	Character: Write a poem centered around a character, real or fictional. Make sure, through description, that his or her "peculiar and particular humanity" comes through. There are exercises in the book that ask you to even give the character a voice. This is fine, but it does make the exercise more difficult, as any playwright would attest. Be sure to distinguish between characterization and dramatic monologue (another exercise). Choosing a family member often work best with this assignment; however, look around, the world is full of interesting characters. As always, pay attention to details that bring out the character's distinct humanity.
15.000%	Metaphor/Simile: The most popular forms of figurative language, they serve an important place in creative writing. This exercise encourages the poet to employ this strategy within his or her work. We will also discuss the writing of works with a controlling metaphor.
10.000%	Imitation: Picasso once said that "every artist is a thief." We often learn by imitating the structure, language, and style of those poets we admire most. Or perhaps it is merely the poet's theme you wish to use as either a reaction to, expansion on, or even a parody of the work. e.g. writing a poem entitled "The Heartland" as a parody of Eliot's "The Wasteland."
15.000%	Letter Poem: Many writers comment, "If only my poetry could have the intimacy, the immediacy, and even the seductiveness of some of my letters." Well, I often comment: "Why can't they." Most beginning writers, whether they know it or not, instinctively address one particular person, in the expression of their hurt, love, lack of, overpowering feelings. When read, the listeners should have the sense that they are "eves dropping" in on two people's personal and private conversation.
15.000%	Dramatic Monologues: One of the more difficult exercises. This exercise is very specific and will be discussed thoroughly in class. Take care to distinguish it from the "character" exercise—though there are similarities. A key requirement of the dramatic monologue is the establishment of the context which causes the speaker to speak to another character on the stage; this character must be present to which the monologue is addressed and the dramatic situation must be clear to the reader (See Robert Browning's "My Last Duchess").
15.000%	Narrative Poem / Very Short Story: Although the class will focus primarily on verse poetry, this exercise allows the student a chance to discover his or her narrative skills in prose. We will discuss the several forms the narrative poem can take.
5.000%	Fixed Form: Of course, a majority of contemporary poets do not employ any definitive forms (shape or structure), such as sonnets, villanelles, sestina, terza rima, cinquain, haiku, etc., but

	rather, prefer to create their own structures and shapes, an "open form," often in "free verse." This is not to suggest that contemporary poets do not experiment with formally structured poems. Many contemporary poets have attempted sonnet cycles. Note: for successful completion of this exercise, you must pick an established form. In other words, you cannot make up your own structure for this exercise. Submission of portfolios and journals.
5.000%	Class Readings
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
10%	Class Participation: Participation and quality of peer critique
30%	Other: Oral reading of creative works. Journal entries.
60%	Portfolios: Portfolio of creative work developed over the course of the semester
100%	Total

VII. **Sample Assignments:**

#1: (fiction) Write a scene in which a character either does a repeated action, or repeatedly fails to complete an action. (fiction) Describe a person on a roof in an interesting, but non-dramatic way.

#2: (poem) Write a dramatic monologue, based on Browning's "My Last Duchess," in which the poem's speaker addresses someone present and makes a dramatic context clear. Choose a poetry form, one with a fixed structure, such as the sonnet or villanelle, and use the form to write a poem of your own. Strive for perfect rhyme (as opposed to slant rhyme) and meter. When you have finished, on another sheet of paper, write about the experience of writing such a poem. Did you feel that the form constrained you or supported (even liberated) you in the process of invention? Briefly, tell where you think your poem succeeds and where perhaps it feels strained.

VIII. **Student Learning Outcomes:**

1. Upon completion of the course, students will be able to write short works of fiction that cohere, or have internal integrity, in voice, setting, character, structure, and themes.
2. Upon completion of the course, students will be able to write poems that have internal coherence in voice, language, image, line, form, and purpose.

Distance Education: SUSTAINABILITY SYSTEMS AND TECHNOLOGIES - NONCREDIT 902, Sustainability Outreach

Units:	0.00
Total Instructional Hours (usually 18 per unit):	36.00
Hours per week (full semester equivalent) in Lecture:	2.00
In-Class Lab:	0.00
Arranged:	0.00
Outside-of-Class Hours:	72.00
Degree Applicability:	Noncredit

Rationale

This course provides both non-traditional and pathway students the opportunity to develop a skill-set in the field of sustainability that provides potential employment and entrepreneurial opportunities within the multi-trillion dollar sustainability industry.

I. Catalog Description

This course introduces a community relations system with proven techniques and practices for effective sustainability outreach programs and provides both non-traditional and pathway students the opportunity to develop a skill-set in the field of sustainability.

II. Examples of Appropriate Text or Other Required Reading:

(include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. All course materials will be provided by the instructor.

III. Course Objectives

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

1. Identify components of an effective sustainability outreach campaign.
2. Identify and utilize social media and social marketing techniques.
3. Develop an effective sustainability outreach campaign.
4. Identify barriers and benefits to sustainable behavior change.
5. Identify personal sustainability footprint and consumption habits.

IV. Methods of Presentation:

Group Work, Lecture and Discussion, Observation and Demonstration, Projects, Field Experience, Service Learning, Online instructor-provided resources, Other Methods: Interactive audio-visual presentations, recorded guest speakers, discussions, and participation in experiential activities at SMC.

V. Course Content

<u>% of Course</u>	<u>Topic</u>
10.000%	Introduction to social marketing techniques
30.000%	Designing and implementing a sustainability outreach campaign
10.000%	Barriers to and benefits of behavior change
10.000%	Strategies for deploying an effective outreach campaign
10.000%	Piloting an outreach campaign
30.000%	Evaluating and reporting on an outreach campaign
100.000%	Total

VI. Methods of Evaluation

% of Course	Topic
30%	Class Participation
40%	Class Work
30%	In Class Assessment (noncredit)
100%	Total

VII. Sample Assignments:

Create a community based marketing campaign to foster sustainable behavior: Assignment #2: Determine a sustainable behavior change, utilizing a result-oriented social marketing based methodology.

Evaluate a socially responsible initiative: Assignment #1: Working as a team, design, implement and evaluate a sustainability outreach program. Present your program to the class.

VIII. Student Learning Outcomes:

1. Develop an effective sustainability outreach campaign.
2. Utilize social media and social marketing based methodology.
3. Identify the impact of your personal environmental footprint and how to consume ethically and sustainable.
4. Identify barriers and benefits to sustainable behavior change.
5. Discuss how sustainability will require a cultural shift from consumerism and a throw-away society to a circular economy.
6. Identify occupations in the industry and the skill set needed to gain employment.

SST NC 902 Distance Education Application

Fully Online

1a. Instructor - Student Interaction:

There will be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features. Examples include: frequent announcements, gradebook feedback and comments on students' work, virtual office discussion, participation in the threaded discussion boards, among others.

1b. Student - Student Interaction:

Students are expected to interact with each other throughout the course and communicate regarding the course materials and homework experiences. In this course, students will use asynchronous discussion forums and email for communication and collaboration activities. This activity will include assignments where students are asked to review and reply to their peers' papers or discussion posts, provide discussion forums, and share collaborative assignments.

1c. Student - Content Interaction:

All lesson materials are provided for easy download via the class LMS. Any additional reading material is provided by the instructor through email and discussion boards, lecture materials (notes/videos), self-check quizzes, and learning objectives linked to course work and writing assignments.

1d. Distance Ed Interactions:

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Students will engage in discussion boards by posting their responses to prompts given and replying to 1-2 peers' posts.	30.00%
Online Lecture	Student's review presentations in video mode & hear from industry professionals.	30.00%
Peer Feedback	Class presentations and introductions will be recorded by student and uploaded to the LMS. Each student will be required to reply to 1-2 of their peer's posts.	20.00%
Threaded Discussions	Instructor facilitates orderly discussion of lesson materials and guest lecturer information.	20.00%

2. Organization of Content:

Class content is organized into weekly modules in the learning management system such as Canvas in the interest of achieving course outcomes/objectives. The method of instruction is video/audio presentations developed using PowerPoint. Each video presentation is provided via the LMS to each student as a downloadable file. Content is organized into topics; Introductions, Intro to Social Sustainability, Storytelling/creating your personal narrative about Climate Change, Participatory Practice, Public Outreach and Community Development, Fostering Sustainable Behavior Change and Asset Based Community Development. Students will utilize information in shared online group projects designed to address real world issues.

3. Assessments:

% of grade	Activity	Assessment Method
30.00%	Presentation Review	Each student is required to provide a written and recorded oral presentation of their individual and/or group contribution towards class assignments and activities. A written component represents 50% of the grade while the oral component represents the other half and will be recorded and uploaded to the LMS.
20.00%	Class Participation	Each student is expected to engage actively in class discussion. The instructor is expected to assure that all students are given the opportunity to discuss topics by keeping track of individual student engagement for each class module. Students can provide input through video, discussion threads, email, and upload into the LMS.
30.00%	Survey Questionnaire	Students will be asked to complete a short survey identifying their retention of information and understanding of the week's topical content. The survey will be uploaded by the student in the LMS for review by the instructor.
30.00%	Written Composition	Each student will be asked to select one issue identified during the course presentations that they find engaging, thought-provoking or germane to the different methods of outreach and participation. Students will create a toolkit of methodology and concepts used to foster sustainable behavior that can be applied in the workplace, and in their personal lifestyles. Students will provide a written composition of their understanding of an effective sustainability outreach program and the principles of social change efforts at the community level.

4. Instructor's Technical Qualifications:

Besides instructional qualifications, the instructor must possess the ability to provide online instruction either through CCCConfer certification or demonstrate prior college level online instructional experience. The college must be able to provide online instructional technology and support. Where needed, the college must be able to provide technical and financial assistance to students who may not have access to online learning platforms, devices, and broadband connection needed to adequately view delivered course content.

5. Student Support Services:

The existing curriculum is linked to online counseling, tutoring, library resources and services, financial aid, the bookstore, technical support, special academic programs (i.e. Black Collegians, Latinx Center, Guardian Scholars, Student Veterans, etc) and other resources as they are developed.

6. Accessibility Requirements:

The existing curriculum currently offers accessibility for students with disabilities, including compliance with the regulations of Section 508 of the Rehabilitation Act.

7. Representative Online Lesson or Activity:

Objective: Identify the key elements of an effective sustainability outreach campaign - This course shall include an online lesson/activity to facilitate student learning of the objective. To fully understand sustainability, the student must have an understanding of Community Based Social Marketing (CBSM) social sustainability and write their own personal narrative. The desired activity is to develop a sustainability strategy that an organization or community can implement to reflect the adaptation of the (equity, environmental and economic) of sustainability. Students will be afforded the opportunity to use online teaching tools such as G-Suite or threaded discussion, or multimedia.