



COURSE DISCIPLINE : BUSAD
COURSE NUMBER : 163
COURSE TITLE (FULL) : Social Media Marketing I
COURSE TITLE (SHORT) : Social Media Marketing I

CATALOG DESCRIPTION

BUSAD 163 orients students to the field of digital marketing by introducing the components, characteristics, metrics, goals, platforms, and history of social media in survey form. The course serves as a foundation for later specialized study, and directs the thinking of students to possible entrepreneurial ventures or careers in social media marketing.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Recommended Preparation:

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				None	Yes

EXIT STANDARDS

1. cite the various elements that comprise the visual side of social media branding including color, logo, value proposition, style, and touchpoints
2. describe the nuances involved in targeting different audiences
3. define analytics and goals in relation to CRM (Customer Relationship Management)
4. create a domain name and compare with URLs



COURSE OUTLINE : BUSAD 163

D Credit – Degree Applicable

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5. identify the elements of a Unique Selling Proposition (USP) and understand how the proposition relates to the development of: Overall site content, SEO (Search Engine Optimization), PPC (Pay Per Click) and Copywriting
6. learn the history and evolution of social media
7. appreciate the ethics of social media marketing and determine how to be compliant
8. identify the key categories of a social media budget
9. develop a brand style guide in preparation for the design of a website

STUDENT LEARNING OUTCOMES

- 1 identify the key components of brand identity;
- 2 differentiate among the different audience demographics; 3 explain the key categories of a marketing budget.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>The Importance of Brand</p> <ul style="list-style-type: none"> • What is a brand • The Visual Side of Branding • Logos, Brand, and Touchstones • Brand Style Guide 	12	0	12
2	<p>Audience and Reach</p> <ul style="list-style-type: none"> • What is 'audience'? • Communication Language and Channels • Appearance Offline and Online • Reach 	12	0	12
3	<p>Goals and Analytics</p> <ul style="list-style-type: none"> • Why are Goals Important? • The best Goals are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Timely) • Online vs. Offline Goals • Introduction to Analytics • Customer Relationship Management 	6	0	6



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4	Domain Names <ul style="list-style-type: none"> • What is a Domain? • What is Domain Marketing • Creating a Memorable Domain • Working in a Keyword • URLs or Search Engines? 	3	0	3
5	Keyword Search <ul style="list-style-type: none"> • Copywriting • Unique Selling Proposition • Principles of Powerful Content Development • Search Engine Optimization • Pay Per Click 	6	0	6
6	Online Marketing <ul style="list-style-type: none"> • History of Social Media • Dispelling the Myths of Social Media Marketing • Reputation Management • The Ethics of Social Media Marketing • How to Succeed with Social Media Marketing • Interruption vs. Permission Marketing 	9	0	9
7	Budgeting <ul style="list-style-type: none"> • Budgeting for Marketing • Budget Allocation • Understanding the Key Categories of a Budget 	6	0	6
54				

OUT OF CLASS ASSIGNMENTS

- 1 brand Style Guide - both written and oral (individual);
- 2 term Project of current development in social media (group) (e.g. develop a social media marketing plan for a major brand)

METHODS OF EVALUATION

- 1 midterm examinations
- 2 final examination
- 3 group presentations



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METHODS OF INSTRUCTION

- Lecture
- Laboratory Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Digital Marketing Fundamentals ~ Course One	Required	Mujo Learning Systems			Moore	1523939575	2016



COURSE DISCIPLINE : EMT
COURSE NUMBER : 138
COURSE TITLE (FULL) : Emergency Medical Responder
COURSE TITLE (SHORT) : Emergency Medical Responder

CATALOG DESCRIPTION

EMT 138 introduces foundational concepts related to the emergency medical care of sick and injured persons. This course is designed for students interested in pursuing emergency medical services or other healthcare occupations. Topics also include the framework of emergency medical services, as well as the unique challenges of ethical dilemmas and stress management in the emergency setting.

Total Lecture Units:2.00

Total Laboratory Units: 0.00

Total Course Units: 2.00

Total Lecture Hours:36.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 36.00

Recommended Preparation:

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				English proficiency at College entry level; basic reading, writing, critical thinking standards.	Yes

EXIT STANDARDS

1. discuss the structure and significance of the Emergency Medical Services (EMS) system;
2. explain the ethical responsibilities of healthcare providers;



3. describe the signs and symptoms of common communicable diseases encountered in various emergency settings
4. demonstrate the appropriate techniques for using personal protective equipment to reduce the risk for acquiring a communicable disease;
5. discuss the various emotional reactions an EMS provider may encounter during the care of sick or injured persons
6. describe the use of evidence based research in emergency medical care;
7. demonstrate the appropriate care for various patients as an Emergency Medical Responder

STUDENT LEARNING OUTCOMES

- 1 describe the Emergency Medical Services (EMS) Systems and differentiate the roles and responsibilities of the EMT from other pre-hospital care providers using the California specific statutes and regulations;
- 2 recognize the emotional, physical, pathological hazards of the EMT's working environment;
- 3 identify, discuss, and define medical legal conditions that apply to the EMT's working environment;

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Preparatory/Public Health in Emergency Medical Services (EMS) <ul style="list-style-type: none"> • Overview of course • Historical perspective • The EMS system today • Roles of EMS providers • Research and EMS care • Public Health role of EMS 	2	0	2
2	Medical, Legal, and Ethical Issues <ul style="list-style-type: none"> • Discussion of applicable terminology • Legal framework of pre-hospital practice • Scenario-based situational discussion 	2	0	2



3	<p>Workforce Safety and Wellness of the EMT</p> <ul style="list-style-type: none"> • Patient responses to stressful situations • Identification of patient stress and management of assaultive behavior • Identification and management of EMS job-related stress 	4	0	4
4	<p>Communicable Diseases</p> <ul style="list-style-type: none"> • Bacterial and viral pathogens common in the prehospital setting • Signs and symptoms of common communicable diseases • Protection from transmission of communicable diseases 	2	0	2
5	<p>Orientation to Human Body for the Emergency Medical Technician:</p> <ul style="list-style-type: none"> • Surface anatomy, anatomical terms • The Musculoskeletal System • The Respiratory System • The Nervous System • The Endocrine System • The Digestive System • The Urinary/Renal System • The Reproductive System. 	12	0	12
6	<p>Cardiopulmonary Resuscitation:</p> <ul style="list-style-type: none"> • Management of neonatal, pediatric, and adult cardiac and respiratory emergencies • Utilization of various barrier devices used for ventilation. 	14	0	14
				36

OUT OF CLASS ASSIGNMENTS

- 1 Search information about (a) California Code of Regulations for an Emergency Medical Technician, and (b) Prehospital Emergency Medical Services.



- 2 Write a list of skills and tasks that can be performed by an EMT in California, (excluding the advanced scope of practice skills and tasks).
- 3 Summarize what HIPAA is and how it applies to EMTs

METHODS OF EVALUATION

- 1 student demonstrates proper technique and procedure in necessary skills, e.g. providing CPR on a child.
- 2 Unit examination on each of the 6 sections of the course content.
- 3 Final examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Medical Responder		Pearson	10	Print	Le Baudour	978-0-13-394330-6	2016



COURSE OUTLINE : ENGR 141
D Credit – Degree Applicable
COURSE ID
9/10/2018

COURSE DISCIPLINE : ENGR
COURSE NUMBER : 141
COURSE TITLE (FULL) : Materials Science and Engineering Laboratory
COURSE TITLE (SHORT) : Materials Science Lab

CATALOG DESCRIPTION

ENGR 141 engages the relationships between the internal structures of materials and their subsequent behaviors and material properties. Using experimental equipment and laboratory report writing activities, students directly observe and analyze the characteristics of engineering materials related to the lecture course ENGR 140: Materials Science and Engineering.

Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: CHEM 101 and PHY 101

Corequisite: ENGR 140

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	CHEM	101	General Chemistry	Describe chemical processes in terms of chemical equations and be able to use the equations to answer quantitative questions concerning the process described;	Yes



COURSE OUTLINE : ENGR 141

D Credit – Degree Applicable

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2	CHEM	101	General Chemistry	use quantum theory to predict electronic structures of the atom;	Yes
3	CHEM	101	General Chemistry	analyze the properties of the elements and develop algorithms for the classification of the elements into logical groups;	Yes
4	CHEM	101	General Chemistry	utilize bonding theories to describe the chemical nature of ions and molecules;	Yes
5	CHEM	101	General Chemistry	demonstrate the proper use of laboratory equipment and the ability to handle chemicals safely;	Yes
6	CHEM	101	General Chemistry	describe the scientific method and apply it to the development of the science of chemistry;	No
7	CHEM	101	General Chemistry	demonstrate an understanding of intermolecular forces and apply those forces to the nature of solids and liquids;	No
8	PHY	101	Engineering Physics	calculate the work performed by forces;	Yes
9	PHY	101	Engineering Physics	collect quantitative data from observations of physical phenomena;	Yes
10	PHY	101	Engineering Physics	organize data in tables, and present data using graphs;	Yes
11	PHY	101	Engineering Physics	use computers to perform calculations and to make graphs;	Yes
12				differentiate properties of various materials such as iron, ductile steel and composites;	Yes
13				apply knowledge of material properties such as strength and hardness to engineering design decisions;	Yes
14				compare the benefits and costs of different types of engineering materials such as aluminum versus titanium ;	Yes
15				explain the effects of fabrication on properties of materials such as cold rolling and heat treating.	Yes

EXIT STANDARDS

- 1 differentiate properties of various materials
- 2 apply knowledge of materials to engineering design decisions
- 3 compare the strengths and weaknesses of different types of engineering materials



COURSE OUTLINE : ENGR 141

D Credit – Degree Applicable

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- 4 explain the effects of fabrication of properties of materials measure and evaluate material properties and processing treatments using materials science
- 5 test equipment and methods
Produce concisely written industry standard laboratory reports that communicate experimental
- 6 data
- 7 Collect, analyze and interpret experimental data using professional written formats

STUDENT LEARNING OUTCOMES

- 1 compare material properties using critical thinking skills in the engineering design process;
- 2 estimate the behavior of materials under various loading conditions and make engineering judgments based on industry standards;
- 3 communicate results of materials science tests.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Laboratory Introduction and Safety <ul style="list-style-type: none"> • Laboratory equipment • Laboratory rules and best practices 	0	3	3
2	Atomic Structure and bonding <ul style="list-style-type: none"> • Crystal structures • Crystallography • Imperfections in crystals • Diffusion • Polycrystalline, semi-crystalline and amorphous solids 	0	3	3
3	Phase Diagrams <ul style="list-style-type: none"> • Phase transformation • Forming and fabrication 	0	3	3
4	Mechanical Properties <ul style="list-style-type: none"> • Tensile test of steel alloys • Elastic and plastic deformation • Stress-strain curve 	0	6	6



COURSE OUTLINE : ENGR 141

D Credit – Degree Applicable

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	<ul style="list-style-type: none"> • Modulus of elasticity 			
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5	Mechanical Properties Non Ferrous Materials <ul style="list-style-type: none"> • Tensile test of copper and aluminum 	0	6	6
6	Mechanical Failure <ul style="list-style-type: none"> • Cold working • Strength, toughness, resilience • Fatigue and creep 	0	3	3
7	Compression Testing <ul style="list-style-type: none"> • Compression test of brittle materials • Compression test of ductile materials 	0	3	3
8	Hardness Testing Rockwell hardness test	0	3	3
9	Heat Treatment <ul style="list-style-type: none"> • Iron-carbon materials • Heat treatment of steel 	0	3	3
10	Chemical Properties <ul style="list-style-type: none"> • Corrosion 	0	3	3
11	Composite Materials <ul style="list-style-type: none"> • Wood • Concrete • Fiberglass, carbon and aramide 	0	3	3
12	Ceramics <ul style="list-style-type: none"> • Structure and properties of ceramics 	0	3	3



13	Polymers • Structure and properties of ceramics	0	3	3
14	Thermal, Electrical and magnetic Properties • Thermal properties of materials • Electrical and magnetic properties • Semiconductors	0	3	3
15	Selection of Materials • Materials in engineering design	0	3	3
16	Sustainability • Material life-cycle • Selection of materials for environmental sustainability	0	3	3
				54

OUT OF CLASS ASSIGNMENTS

- 1 calculations (e.g. calculate expected stress and strain of a beam under a given load)
- 2 lab report writing (e.g. technical lab report on a tensile test of ductile steel)
- 3 individual project (e.g. graphing and curve fitting of a stress-strain curve)
- 4 group project (e.g. investigation of a material failure for a client)

METHODS OF EVALUATION

- 1 quiz
- 2 laboratory practical examination (e.g. demonstration of proficiency with a materials compression testing machine)

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
-
-
-
-
-
-
-
-



COURSE OUTLINE : ENGR 141

D Credit – Degree Applicable

COURSE ID

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- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Materials Science and Engineering: An Introduction	Supplemental	John Wiley and Sons	9	Print	William Callister	13 978-1118-546895	2014
Essentials of Materials Science and Engineering	Supplemental	CENGAGE	4	Print	Donald Askeland	13 9781111576868	2018
Glendale Community College Materials Science Laboratory Manual	Required			Online			2018



COURSE OUTLINE : KIN 50
D Credit – Degree Applicable
COURSE ID
9/10/2018

COURSE DISCIPLINE : KIN

COURSE NUMBER : 50

COURSE TITLE (FULL) : Internship in Kinesiology

COURSE TITLE (SHORT) : Internship in Kinesiology

CATALOG DESCRIPTION

KIN 50 is a discipline-specific course, which allows students to earn from 1.0 – 3.0 units for a structured, supervised internship either on-campus or off-campus under the supervision of a faculty advisor. It is designed to provide students with appropriate preparation and a hands-on work experience in one of the following fields: kinesiology (general studies), physical therapy assistance, personal training, strength coaching, group fitness, adapted exercise, athletic training, sports officiating, sports management or health and fitness promotion. The purpose of this class is to enhance students' knowledge, skill levels, and professional competency in their targeted career. Students must work 54 hours on-site per unit earned. This course is recommended for the self-motivated student, and requires faculty advisor approval to register.

Total Lecture Units:0.00

Total Laboratory Units: 3.00

Total Course Units: 3.00

Total Lecture Hours:0.00

Total Laboratory Hours: 162.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 162.00

Recommended Preparation:

ENGL - 191 - * Writing Workshop II

ESL - 141 - Grammar And Writing IV

Prerequisite or Corequisite:

Enrollment in appropriate Kinesiology theory or lab course at GCC.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	No
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	No
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	No
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types;	No
9	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	No
10	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	No
11	ESL	141	Grammar And Writing IV	includes a clear thesis statement;	No



12	ESL	141	Grammar And Writing IV	uses evidence to support the thesis;	No
13	ESL	141	Grammar And Writing IV	shows clear organization into an introduction, body and conclusion;	No
14	ESL	141	Grammar And Writing IV	uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	No
15	ESL	141	Grammar And Writing IV	demonstrates control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
16	ESL	141	Grammar And Writing IV	comprehends multi-paragraph reading passages in textbooks.	Yes
17				adheres to the proposed internship facility's standards of practice and ethical code of conduct;	Yes
18				demonstrates sufficient understanding of discipline-specific terminology, theory and practices acceptable for internship at the host facility.	Yes

EXIT STANDARDS

1. demonstrate an understanding of the professional and educational minimum qualifications for employment and advancement within the target career/discipline;
2. demonstrate effective professional practices and soft skills of a specific career/discipline;
3. demonstrate basic occupational competencies (knowledge, skills and abilities) required for employment in the target career/discipline;
4. employment in the target career/discipline;
5. analyze personal performance of specific skills related to the target career/discipline;
6. compose a resume.

STUDENT LEARNING OUTCOMES

- 1 demonstrate basic occupational competencies required for employment in the target career/discipline.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Orientation (prior to enrollment in the course) <ul style="list-style-type: none"> • Professional standards, behavior and ethical code of conduct • Job skill requirements • Self-reflection and problem solving • Professionalism • Appropriate attire • Professional behavior • Being aware/avoiding sexual harassment • Developing learning objectives • Employer-student contract 	0	0	0
2	Internship <ul style="list-style-type: none"> • On-the-job shadowing of current employees • Research of current industry trends or fitness programming for special needs/populations • Interviews and surveys of employers, employees and clients • Assisting with fitness programming, cueing, demonstrating, assessing, and motivating clientele as needed • Designing and leading exercise sessions under supervisor direction • Practice and application of record keeping • Assisting with maintenance of the host facility professional standards, including set up and tear down of equipment • Providing customer service as needed 	0	162	162
				162



OUT OF CLASS ASSIGNMENTS

- 1 journal (e.g. documentation of duties performed);
- 2 written assignments (e.g. research of industry-specific educational requirements);
- 3 final resume;
- 4 final project (e.g. professional portfolio).

METHODS OF EVALUATION

- 1 internship facility supervisor’s evaluation of student;
- 2 reports (e.g. weekly reports of reflections on internship experiences);
- 3 student self-evaluation (e.g. self-assessment of internship performance).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Instructor will provide reading materials.							



COURSE OUTLINE: MOA 101
D Credit – Degree Applicable
COURSE ID
9/10/2018

COURSE DISCIPLINE: MOA
COURSE NUMBER: 101
COURSE TITLE (FULL): Healthcare Occupations
COURSE TITLE (SHORT): Healthcare Occupations

CATALOG DESCRIPTION

MOA 101 is an overview of health occupations and provides the study of basic medical mathematics and terminology; anatomy and physiology; career foundations, including healthcare of the past, present, and future; interpersonal dynamics, systems and communications; and healthcare safety and healthcare environment practices, including ethics and legal responsibilities. Students will also be introduced to various healthcare career pathways.

Total Lecture Units:2.00

Total Laboratory Units: 0.00

Total Course Units: 2.00

Total Lecture Hours:36.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 36.00

Recommended Preparation:

ENGL - 191 - * Writing Workshop II
 BUSAD - 106 - Written Business Communications ESL -
 141 - Grammar And Writing IV

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				demonstrate an understanding of the terminology related to grammar, punctuation, and sentences;	Yes



2				identify proper formatting of tables, letters, various reports, memorandums, envelopes and labels;	Yes
3				evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure	Yes
4				describe multi-paragraph reading passages in textbooks	Yes
5	ENGL	191	* Writing Workshop II	analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	No
6	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	No
7	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
9	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	No
10	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	No
11	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	No
12	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes
13	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	No
14	ESL	141	Grammar And Writing IV	summarizes and cites appropriately a reading passage provided as a prompt;	No
15	ESL	141	Grammar And Writing IV	includes a clear thesis statement;	No



16	ESL	141	Grammar And Writing IV	uses evidence to support the thesis;	No
17	ESL	141	Grammar And Writing IV	shows clear organization into an introduction, body and conclusion;	No
18	ESL	141	Grammar And Writing IV	uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	No
19	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
20	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	No
21	BUSAD	106	Written Business Communications	solve problems and accomplish tasks through written communication;	Yes
22	BUSAD	106	Written Business Communications	respond to correspondence originated by others and originate correspondence;	Yes
23	BUSAD	106	Written Business Communications	choose appropriate language designed to enhance human relations and build goodwill;	Yes
24	BUSAD	106	Written Business Communications	evaluate and critique composition according to standards of effective technical writing;	Yes
25	BUSAD	106	Written Business Communications	paraphrase, summarize, and document information from research sources;	Yes
26	BUSAD	106	Written Business Communications	devise opinions and recommendations as responses to work in business related fields;	Yes
27	BUSAD	106	Written Business Communications	select appropriately evaluated information from informative sources to support conclusions or recommendations for business reports and essays;	Yes
28	BUSAD	106	Written Business Communications	proofread, edit, and revise composition.	Yes

EXIT STANDARDS

- 1 recognize tasks and responsibilities of working in various healthcare career pathways
- 2 describe a career ladder for at least one healthcare care occupation
- 3 list three factors to be considered when choosing an occupation
- 4 identify at least five milestones in the advancement of health care for the future
- 5 discuss three socioeconomic factors and government acts that influence the health care industry
- 6 describe at least three advantages to following a career in the healthcare field



COURSE OUTLINE: MOA 101

D Credit – Degree Applicable

COURSE ID

9/10/2018

STUDENT LEARNING OUTCOMES

- 1 explain various skills, knowledge and expertise required for healthcare careers;
- 2 develop a vocabulary of health care key terms and acronyms;
- 3 identify various career ladder responsibilities;
- 4 describe various policies and procedures, rules and regulations, standards and guidelines.

COURSE CONTENT WITH INSTRUCTIONAL HOURS



	Description	Lecture	Lab	Total Hours
1	Career Foundations <ul style="list-style-type: none"> • Healthcare of the past, present and future • Healthcare dynamics • Future of healthcare 	4	0	4
2	Ethics and Legal Responsibilities <ul style="list-style-type: none"> • Hippocratic Oath • Health safety • Environment practices • Culture and healthcare practices 	4	0	4
3	Academic Foundations <ul style="list-style-type: none"> • Professionalism • Employability and career development • Communications and Interpersonal dynamics 	4	0	4
4	Medical Foundations <ul style="list-style-type: none"> • Medical mathematics • Medical terminology • Medical biology • Anatomy and physiology 	4	0	4
5	Healthcare Education and Wellness <ul style="list-style-type: none"> • Growth and development • Disease and prevention • Diet and nutrition 	4	0	4
6	Career Pathways <ul style="list-style-type: none"> • Direct patient care • Imaging and diagnostics • Support and service • Information and informatics • Business and management • Research and development • Complementary and integrative medicine • Community and social services 	16	0	16
				36



OUT OF CLASS ASSIGNMENTS

- 1 Recognize various skills, knowledge and expertise of various healthcare careers (e.g. write a paper on educational preparation and level of responsibility (hierarchy) of the assistant, technician, technologist and professional in a chosen career)
- 2 Investigate, and write a report and present an effective oral presentation (e.g. factors of society that influence the health care industry)

METHODS OF EVALUATION

- 1 Quizzes
- 2 Midterm Examination
- 3 Final Examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Health Careers Today	Required	Elsevier	6		Gerdin, Judith	978-0-323-28050-1	2017



COURSE OUTLINE: ESL 35

N Non-Credit

COURSE ID

9/10/2018

COURSE DISCIPLINE : ESL

COURSE NUMBER : 35

COURSE TITLE (FULL) : English as a Second Language for Work Level 3

COURSE TITLE (SHORT) : ESL for Work Level 3

CATALOG DESCRIPTION

ESL 35 is designed for students at the low-intermediate level of English acquisition. This course provides instruction in workplace reading and writing, grammar, sentence and paragraph structure, verbal communication skills, comprehension of spoken English, and development of soft skills for a vocational context. Additionally, this course emphasizes effective communication in a variety of workplace situations. Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 224.00

Prerequisite: Placement is based upon performance on a division placement assessment, completion of ESL 20, or equivalent.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Utilize standard American pronunciation to be understood by typical fluent speakers of English;	Yes
2				create verbal and written statements in the present, past, or future tenses related to basic needs and common activities;	Yes
3				respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks;	Yes



COURSE OUTLINE: ESL 35

N Non-Credit

COURSE ID

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4				compose sentences and simple paragraphs using appropriate subject-verb agreement, and other standard writing conventions;	Yes
5				listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.	Yes

EXIT STANDARDS

- 1 Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations sufficient to pass unit tests and the divisional grammar master test for this level;
- 2 write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy;
- 3 respond to questions about listening, videos, role plays, and lectures;
- 4 read, interpret, or fill out a variety of workplace documents.

STUDENT LEARNING OUTCOMES

- 1 Communicate effectively in a range of workplace situations.
- 2 Complete a basic job application completely and correctly.
- 3 Use level 3 grammar structures to respond to questions in spoken and written English.
- 4 Compose a formal e-mail with a subject line, recipient's proper titles, and a concise message using appropriate register.
- 5 Write a well-organized paragraph about a work-related topic

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Grammar (40-56 Hours)</p> <p>Sentence Structure - Word Order</p> <ul style="list-style-type: none"> • Affirmative • Negative • Interrogative: Question with <i>wh</i> Words: <i>who, what, where, when, why, how, how many, how much, how often, how long</i> and Yes/No Questions (short answers & negatives) <p>Sentence Elements</p> <ul style="list-style-type: none"> • Noun Modifier (Adjective phrase): Adjective + Preposition (tired of, excited about, etc) • Verb Tenses (Present Perfect, Present Perfect Continuous, Future Continuous) • Modals: ought to, should, had better (advice), could, may, might (to show permission and possibility), could you, would you (for polite questions), must (conclusion), be supposed to, suppose, be allowed to • Stative vs Action Verbs • Verbs Followed by an Infinitive: agree, need, expect, etc. • Verbs Followed by a Gerund: enjoy, dislike, finish, etc. • Phrasal Verbs: Transitive/Separable (do something over, throw something away, etc) and Transitive/Inseparable (look for something, run into someone etc). • Suggestions: let's, why don't, etc. • Connectors: because of, either, neither, so, too, if 	56	0	56
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2	<p>Listening Comprehension (15 - 21 Hours)</p> <ul style="list-style-type: none"> • Reductions • Inference • Cloze Exercises • Situational Dialogues • Non-Native Accents in the Classroom • Note-taking Skills 	21	0	21
3	<p>Speaking (30 - 41 Hours)</p> <p>Pronunciation</p> <ul style="list-style-type: none"> • Identification and Production of Sounds and Intonation Patterns (contained in situational dialogues or other spoken material) • Word and Sentence Stress • Reductions in Rapid Speech <p>Oral Communication</p> <ul style="list-style-type: none"> • Informal Pairs, Group, and Front of Class Practice • Dialogues, Speeches, and Communicative Tasks • Idioms and Expressions • Cross-Cultural Exercises: Body Language and Conversational Turn-Taking 	41	0	41



COURSE OUTLINE: ESL 35

N Non-Credit

COURSE ID

9/10/2018

4	<p>Reading (25 - 35 Hours)</p> <ul style="list-style-type: none"> • Vocabulary Building <ul style="list-style-type: none"> ◦ Word Families: Synonyms, Antonyms, Parts of Speech ◦ Use of Glossaries, Learners' Dictionaries, and vocabulary lists • General Reading <ul style="list-style-type: none"> ◦ Pre- and Post-Reading Strategies ◦ Subject Matter: Workplace Documents, Applications/Forms ◦ Length: Short Articles and Passages; • Comprehension: Facts, Main Idea, Inference, Prediction, Paraphrase, Compare and Contrast, and Draw Conclusions • Skills <ul style="list-style-type: none"> ◦ Skimming ◦ Scanning 	35	0	35
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5	<p>Writing (30 - 42 Hours)</p> <p>Mechanics of Writing: Capitalization, Punctuation, Formatting</p> <p>Sentence and Short paragraph Writing and Rewriting</p> <ul style="list-style-type: none"> • Form • Paragraph Structure <ul style="list-style-type: none"> ◦ Introductory ◦ Supporting ◦ Concluding • Organization • Stylistic Variation <p>Genre</p> <ul style="list-style-type: none"> • Business Letters • Job Application • Emails (Formal and Informal) • Resumes 	42	0	42
6	<p>Workplace Skills (20 - 29 Hours)</p> <ul style="list-style-type: none"> • Workplace Cultural Norms • Small Talk • Body Language • Cross-Cultural Awareness • Problem-Solving and Team-Building Exercises 	29	0	29
				224

OUT OF CLASS ASSIGNMENTS

- 1 Workplace Documents
- 2 Paragraph Writing
- 3 Grammar Exercises
- 4 Mock Job Interview Preparation
- 5 Job Folder (Job Application, Email or Cover Letter, Resume)
- 6 Fiction and Non-Fiction Reading



METHODS OF EVALUATION

- 1 Quizzes and Tests
- 2 Conversations with the teacher to assess listening comprehension, speaking ability, and grammar and vocabulary use
- 3 Involvement in Group Projects
- 4 Job Folder (email, job application, cover letter)
- 5 Mock Job Interview
- 6 Exit Examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
 - Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Fundamentals of English Grammar	Required	Pearson	4		Betty Azan	978-0-13-707169-2	2011
Ventures 3 Student Book and Workbook	Required	Cambridge University Press	3		Gretchin Bitterlin	978-1108554602	2018
Project Success 3	Required	Pearson	1		Sarah Lynn	978-0132942	2014
Workplace Plus 3	Required	Pearson	1		Joan Saslow	013-1928015	2005



COURSE OUTLINE: ESL 35

N Non-Credit

COURSE ID

9/10/2018

Burlington English	Required	Burlington English	1	Online Software Program			2018
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COURSE OUTLINE : ESL 45

N Non-Credit

COURSE ID

9/10/2018

COURSE DISCIPLINE : ESL

COURSE NUMBER : 45

COURSE TITLE (FULL) : English as a Second Language for Work Level 4

COURSE TITLE (SHORT) : ESL Work Level 4

CATALOG DESCRIPTION

ESL 45 is designed for students at the high-intermediate level of English acquisition. This course provides instruction in workplace reading and writing, grammar, verbal communication skills, comprehension of spoken English, and development of soft skills (interpersonal skills) for a vocational context. Additionally, the course emphasizes culturally-appropriate, effective communication in a variety of workplace situations.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 224.00

Prerequisite: Placement is based upon performance on a division placement assessment, completion of ESL 30, ESL 35, or equivalent.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	35	English as a Second Language for Work Level 3	Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations sufficient to pass unit tests and the divisional grammar master test for this level	Yes
2	ESL	35	English as a Second Language for Work Level 3	Write a cohesive paragraph with a clear topic sentence, supporting ideas, and mechanical accuracy	Yes



COURSE OUTLINE : ESL 45

N Non-Credit

COURSE ID

9/10/2018

3	ESL	35	English as a Second Language for Work Level 3	Respond to questions about about recorded and live speeches, dialogues, videos, role plays, and lectures	Yes
4	ESL	35	English as a Second Language for Work Level 3	Read, interpret, or fill out a variety of workplace documents or passages up to 2,500 word length	Yes
5				Utilize a monolingual dictionary or electronic device to advantage	Yes

EXIT STANDARDS

1. Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations
2. Demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level
3. Write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion
4. Demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required
5. Read and interpret a variety of authentic workplace documents that may include readings up to 3,000-word reading passages, make inferences, and summarize information

STUDENT LEARNING OUTCOMES

1. Communicate effectively using level 4 grammar structures in a range of workplace situations
2. Use level-4 appropriate grammar and vocabulary to complete a job portfolio, including an email cover letter, resume, job application, and follow up letter
3. Respond appropriately to personal, educational, job-specific, and situational interview questions in a mock job interview;
4. Write a multi-paragraph cover letter or essay describing skills and experience using level-appropriate grammar and vocabulary and using proper mechanics.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Grammar (37-52 hours)</p> <p>Sentence Structure - Word Order</p> <ul style="list-style-type: none"> • Affirmative • Negative • Interrogative <p>Sentence Elements</p> <ul style="list-style-type: none"> • Gerunds <ul style="list-style-type: none"> ◦ As Subject (<i>Using a computer is a required skill.</i>) ◦ As Object of Preposition (<i>They talked about applying . . .</i>) • Infinitives <ul style="list-style-type: none"> ◦ Placement of Object (<i>I want to work vs. I want him to work.</i>) ◦ After Adjectives (<i>It's dangerous to operate a forklift.</i>) ◦ Of Purpose (<i>He returned to receive more training.</i>) ◦ As Subject (<i>To work..</i>) • Verb Tenses and Modes <ul style="list-style-type: none"> ◦ Past Perfect ◦ Past Perfect Continuous ◦ Tenses in Active and Passive Voice ◦ Modal Auxiliaries to Show Past Possibility, Probability, and Past Direction not taken: <i>could have gone, should have asked, could have been taken etc.</i> ◦ Verbs Followed by Gerunds (<i>delay, recall, etc.</i>) ◦ Verbs Followed by Infinitives (<i>arrange, seem, etc.</i>) ◦ Causative Verbs: <i>let, make, have, get</i> ◦ Phrasal Verbs (Transitive /Intransitive, Separable/Inseparable, Three-Word Phrasal Verbs) • Adjective Clauses <ul style="list-style-type: none"> ◦ Introduced by Relative Pronouns 	52	0	52
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	<ul style="list-style-type: none"> (who/which/that as subject and object) ◦ Punctuation (restrictive/non-restrictive) with who/which/that ◦ Omitted Relative Pronouns. • Passive voice <ul style="list-style-type: none"> ◦ Performer vs. No Performer ◦ Direct Object (as passive subject) vs Indirect Object (as passive subject) (<i>The company gave Maria a promotion. Maria was given a promotion. A promotion was given to Maria.</i>) • Modals: Present Tense (<i>should be done, must be obeyed, etc.</i>) • Participial Adjectives (-ed, -ing adjectives) • Past Passive Modals (<i>I should have researched the company before the interview.</i>) • Stative (Non-progressive) Passive Verbs • Passive with Get + Adjective 			
2	<p>Listening Comprehension (15-21 hours)</p> <ul style="list-style-type: none"> • Reductions in Natural Rapid Speech • Inference • Cloze Exercises • Situational Dialogs • Note-taking Skills 	21	0	21
3	<p>Speaking (30-42 hours)</p> <p>Pronunciation</p> <ul style="list-style-type: none"> • Identification and Production of Sounds and Intonation patterns Contained in Dialogues or Other Spoken Material • Word and Sentence Stress • Reductions in Rapid Speech <p>Oral Communication</p> <ul style="list-style-type: none"> • Informal Pair, Group, and Whole Class Practice • Dialogues, Presentations, and Communicative Tasks (e.g. asking questions to obtain information.) • Idioms and Expressions 	42	0	42



4	<p>Reading (28-39 hours)</p> <p>Vocabulary Building</p> <ul style="list-style-type: none"> • Word Families: prefixes, suffixes, parts of speech • Adjectives to Describe Personal Strengths • Synonyms and Antonyms • Use of Learners' Dictionaries or Electronic Devices • Idioms, Slang, and Common Workplace Expressions <p>General Reading</p> <ul style="list-style-type: none"> • Pre-, During, and Post-reading Strategies • Reading and Interpreting Charts, Graphs, Manuals • Subject Matter: Authentic Workplace Documents and Relevant Articles • Length: Moderate Length Articles and Documents <p>Comprehension</p> <ul style="list-style-type: none"> • Facts, Main Idea, Inference, Prediction, Paraphrase, Summary, and Conclusions <p>Skills</p> <ul style="list-style-type: none"> • Skimming • Scanning 	39	0	39
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5	<p>Writing (30-42 hours)</p> <p>Mechanics of Writing: Capitalization, Punctuation, Formatting</p> <p>Paragraph and Essay Writing and Rewriting</p> <ul style="list-style-type: none"> • Form • Essay Structure • Organization • Stylistic Variation • Idea Development <p>Genre</p> <ul style="list-style-type: none"> • Cover Letter • Job Application • Email (formal and informal) • Resume 	42	0	42
6	<p>Workplace Skills (20-28 hours)</p> <ul style="list-style-type: none"> • Workplace Cultural Norms • Small Talk • Body Language • Cross-Cultural Awareness • Soft Skills and Hard Skills • Problem-solving and Team-building Exercises 	28	0	28
				224

OUT OF CLASS ASSIGNMENTS

- 1 Textbook grammar exercises (e.g. Sal was laid off _____ his frequent tardiness (because of)).
- 2 Write multi-paragraph essays or work-related writing assignments
- 3 Respond to speaking prompts to practice conversational fluency
- 4 Complete workplace documents (e.g. cover letter)
- 5 Prepare for a mock job interview (e.g. rehearse common questions)
- 6 Create a job portfolio containing multiple drafts of an email cover letter, resume, application, and follow-up email
- 7 Read excerpts of fiction and non-fiction sources



METHODS OF EVALUATION

- 1 Quizzes and unit tests
- 2 Involvement in group projects
- 3 Job portfolio
- 4 Mock job interview
- 5 Conversations with instructor to assess listening comprehension and speaking ability
- 6 Exit examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Project Success 4	Required	Pearson	1		Susan Gaer	978-0-13-294242-3	2014
Understanding & Using English Grammar	Required	Pearson	5		Betty S. Azar	978-0-13-426882-8	2017
Venture Transitions	Required	Cambridge University Press	3		Gretchin Bitterlin	9781108628990	2018
Burlington English	Required	Burlington	1	Online Software Program			2018



COURSE OUTLINE : ESL 57

N Non-Credit

COURSE ID

9/10/2018

COURSE DISCIPLINE : ESL

COURSE NUMBER : 57

COURSE TITLE (FULL) : English as a Second Language College Readiness Level 5

COURSE TITLE (SHORT) : ESL College Readiness 5

CATALOG DESCRIPTION

ESL 57 is designed for students at the advanced level of English acquisition. This course provides instruction in reading and writing; paragraph and essay structure; verbal communication skills; comprehension of academic, professional, and everyday spoken English; and development of life skills competencies. This course places a special emphasis on the development of writing skills. Students study increasingly complex grammatical structures and incorporate these structures into essays of three to five paragraphs. Through a direct examination of English grammar and vocabulary appropriate for academic settings, students learn how to develop their overall effectiveness in communication at a college level.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 224.00

Prerequisite: Placement is based upon performance on a division placement assessment, completion of ESL 40, or 45, or equivalent.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes



COURSE OUTLINE : ESL 57

N Non-Credit

COURSE ID

9/10/2018

2	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion;	Yes
3	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
4	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required;	Yes
5	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages;	Yes
6	ESL	40	ENGLISH AS A SECOND LANGUAGE LEVEL 4	approximate standard American pronunciation well enough to be understood by typical fluent speakers of English;	Yes
7	ESL	45	English as a Second Language for Work Level 4	demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations;	No
8	ESL	45	English as a Second Language for Work Level 4	demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level;	No
9	ESL	45	English as a Second Language for Work Level 4	write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion;	No
10	ESL	45	English as a Second Language for Work Level 4	demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required;	No
11	ESL	45	English as a Second Language for Work Level 4	read and interpret a variety of authentic workplace documents that may include readings up to 3,000-reading passages, make inferences, and summarize information.	No



EXIT STANDARDS

1. organize and write a five-paragraph essay that contains a thesis statement, introductory paragraph, body, and conclusion;
2. demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests, which may be given, and the divisional grammar mastery test for this level;
3. converse at a functional level adequate for everyday use on the campus and in the community
4. demonstrate use of the majority of direct and indirect speech in standard and regional dialects at a normal rate;
5. analyze 3500-word academic reading passages, identify main ideas, supporting details, make inferences, and summarize passages.

STUDENT LEARNING OUTCOMES

- 1 use Level 5 grammar structures to respond to questions in spoken English about their academic, vocational, or personal goals;
- 2 use Level 5 grammar structures to write academic essays to successfully transition into a degree or certificate program and/or;
- 3 use the targeted grammatical structures with at least 75% accuracy;
- 4 write a three to five-paragraph composition of 300-350 words with a clear introduction, body, and conclusion using level appropriate grammar, punctuation, and spelling at a passing level as determined by the ESL 133 scoring guide;

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Grammar (35-49)</p> <ul style="list-style-type: none"> • Sentence Structure - word order • Independent vs. Dependent Clauses • Sentence Types • Noun Clauses • Adjective Clauses • Adverbial Clauses and Phrases • Gerunds and Infinitives - simple, past, passive and past-passive • Causatives: <i>let, make, and have</i> • Verb Tenses and Modes - active, passive, conditional, wishes • Phrasal Verbs • Modals - active and passive • Transitions • Parallel Structures • Articles • Prepositions 	49	0	49
2	<p>Listening Comprehension (17-22)</p> <ul style="list-style-type: none"> • Inference and Deduction • Analysis of Speeches, Lectures, Situational Dialogues and Films • Non-Native Accents and Regional Dialects 	22	0	22



3	<p>Speaking (17-24)</p> <ul style="list-style-type: none"> • Pronunciation <ul style="list-style-type: none"> ◦ discrimination and production of sounds and intonation patterns ◦ word and sentence stress ◦ reductions that occur in rapid speech • Oral Communication <ul style="list-style-type: none"> ◦ cross-cultural factors related to communication ◦ dialogues, speeches, and communicative tasks ◦ summarizing or reacting to written or spoken material ◦ idioms, sayings, expressions, euphemisms 	24	0	24
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4	<p>Reading (31-43)</p> <ul style="list-style-type: none"> • Vocabulary Building <ul style="list-style-type: none"> ◦ colloquialisms, slang, and idioms ◦ jargon and technical vocabulary ◦ academic vocabulary ◦ deduction for word meaning • General Reading <ul style="list-style-type: none"> ◦ pre- and post-reading strategies ◦ subject matter: humanities, social and physical sciences, journalism ◦ length: multi-page articles and passages; short novels or non-fiction text • Comprehension <ul style="list-style-type: none"> ◦ identification of rhetorical modes ◦ factual recall of detailed information ◦ analysis of themes, meaning, and ideas ◦ inference and prediction ◦ paraphrase and summary • Skills <ul style="list-style-type: none"> ◦ skimming and scanning ◦ fluency 	43	0	43
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5	<p>Writing (45-65)</p> <ul style="list-style-type: none"> • Rhetoric and Rhetorical Modes <ul style="list-style-type: none"> ◦ thesis statement ◦ style, tone, point of view, logic ◦ brainstorming, outlining ◦ rhetorical types: expository, narrative, compare/contrast, argumentative • Mechanics of Writing <ul style="list-style-type: none"> ◦ identification and elimination of: fragments, comma splicing, run-on sentences ◦ punctuation: question mark, comma, semicolon, hyphen, dash ◦ formatting • Essay Writing and Rewriting <ul style="list-style-type: none"> ◦ essay structure: introductory, body, conclusion ◦ organization: unity, development, coherence ◦ process: pre-writing, first draft, revising, editing, final copy 	65	0	65
6	<p>American Culture (17-21)</p> <ul style="list-style-type: none"> • Ethics, Values • Politics, Government, • Ethnicity • Diversity • Cross-cultural Issues • Instructional Styles, Classroom Conventions, Expectations 	21	0	21
				224

OUT OF CLASS ASSIGNMENTS

- 1 Revision of in-class compositions
- 2 Writing and Grammar Exercises
- 3 ESL computer lab
- 4 Reading of fiction and non-fiction sources



METHODS OF EVALUATION

- 1 Compositions: 4-6 in-class compositions of 3-5 paragraphs of 300-350 words in length
- 2 Grammar: a minimum of 4 grammar tests which may include a midterm
- 3 Final Exams: final division-wide grammar exam and final division-wide composition
- 4 Other Criteria: class participation, homework, supplemental instruction, online tests, other language learning activities

METHODS OF INSTRUCTION

- Lecture
- Laboratory
 - Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Understanding and Using English Grammar		Pearson Education	5		Azar, Betty	9780134268828	2017
Focus on Grammar 5		Pearson Education	5		Maurer, Jay	9780134583303	2017
Grammar in Context 3		Heinle ELT	6		Elbaum, Sandra	9781305075399	2016
Great Writing 3: From Great Paragraphs to Great Essay		National Geographic Learning Cengage Learning	3		Folse, Keith	978-1-285-19494-3	2014



COURSE OUTLINE : ESL 85

N Non-Credit

COURSE ID

9/10/2018

COURSE DISCIPLINE : ESL

COURSE NUMBER : 85

COURSE TITLE (FULL) : English as a Second Language Intermediate Conversation for Employment

COURSE TITLE (SHORT) : Intermediate ESL for Employment Conversation

CATALOG DESCRIPTION

ESL 85 is designed to help intermediate students improve their oral communication, listening comprehension, and vocabulary in a workplace context. Students participate in work and career-related class discussions, presentations, and role plays such as mock job interviews. Students also practice pronunciation of individual sounds, word and sentence stress, and intonation patterns. The instructor may add laboratory assignments based on individual student needs.

Total Lecture Units:0.00

Total Laboratory Units: 0.00

Total Course Units: 0.00

Total Lecture Hours:112.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 112.00

Prerequisites: Placement is based upon performance on the division placement assessment, completion of ESL 20, or equivalent.

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Write paragraphs at the low-intermediate level with sufficient unity, develop coherence and mechanical accuracy;	Yes
2				demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes



3				converse at a functional level adequate for everyday use on the campus and in the community;	Yes
4				respond to questions about recorded and live speeches, dialogues, role plays, and lectures;	Yes
5				decode 2,500-word reading passages,, respond to inference and recall questions, and utilize a monolingual English dictionary or electronic device to advantage;	Yes
6				demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations;	Yes
7				respond to questions about listening, videos, role plays, and lectures; read and interpret a variety of workplace documents.	Yes

EXIT STANDARDS

1. demonstrate comprehension of speeches, dialogues, instructions and lectures by critiquing and debating their content;
2. use and control English sounds, intonation patterns, and word and sentence stress to monitor self-communication;
3. identify and produce reductions which occur in rapid speech;
4. demonstrate conversational speaking competence by using appropriate vocabulary when participating in informal dialogues, role plays, and class discussions;
5. create and deliver short presentations;
6. converse at a functional level adequate for everyday use in a range of workplace situations.

STUDENT LEARNING OUTCOMES

- 1 Create and perform a short oral presentation about a potential future career or work-related topic
- 2 Use appropriate vocabulary and pronunciation to describe hard and soft skills, education, and experience
- 3 Demonstrate conversational speaking competence when participating in a mock job interview
- 4 Communicate effectively and in a culturally-appropriate manner in a variety of workplace situations

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Speaking (20-50 hours)</p> <p>Pronunciation</p> <ul style="list-style-type: none"> • Word and sentence stress • Intonation patterns • Reductions that occur in rapid speech <p>Role plays and Conversations</p> <ul style="list-style-type: none"> • Discussions about workplace topics (e.g. soft skills, workplace problems) • Workplace situations (e.g. interview, requesting an application, requesting time off, performance review) • Workplace interview process • Telephone English • Polite requests • Communicative tasks using authentic workplace documents <p>Vocabulary Development</p> <ul style="list-style-type: none"> • Idioms • Formal and informal expressions used for various functions 	50	0	50
2	<p>Listening (8-19 hours)</p> <p>Recognition</p> <ul style="list-style-type: none"> • Word and sentence stress • Reductions in rapid speech <p>Comprehension</p> <ul style="list-style-type: none"> • Topic vocabulary • Idioms • Controlled and free conversation 	19	0	19



COURSE OUTLINE : ESL 85

N Non-Credit

COURSE ID

9/10/2018

3	<p>Grammar (3-7 hours)</p> <p>Verb Tenses</p> <ul style="list-style-type: none"> • Future • Simple past • Present continuous • Present perfect • Past continuous <p>Modals</p> <ul style="list-style-type: none"> • Present • Past <p>Negation</p> <p>Gerunds and Infinitives</p>	7	0	7
4	<p>North American English and Culture (2-5 hours)</p> <ul style="list-style-type: none"> • Values and customs • Body language • Conversational turn-taking 	5	0	5



5	Workplace Topics (12-31 hours)			
	• Occupations			
	• Job search			
	• Application process			
	• Interview process	31	0	31
	• On-the-job communication			
	Employee rights			
	Problem Solving			
	Workplace issues			
				112

OUT OF CLASS ASSIGNMENTS

- 1 Watch communication and work-related videos
- 2 Prepare short presentations (e.g. information about a career of interest) and reports (e.g. a summary of a worker interview)
- 3 Read excerpts related to topics presented in class
- 4 Prepare to facilitate a discussion
- 5 Prepare and practice for a mock job interview

METHODS OF EVALUATION

- 1 Teacher -student conversations to evaluate students' pronunciation, listening, comprehension, and speaking abilities
- 2 Role plays to highlight course vocabulary and conversational competence
- 3 Oral summary of research gathered on a chosen career area
- 4 Student participation in a mock job interview with the instructor
- 5 Oral summary of research gathered on chosen career area
- 6 Student participation in pair and small group activities



COURSE OUTLINE : ESL 85

N Non-Credit

COURSE ID

9/10/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Workplace Plus: Living and Working in English 3	Supplemental	Pearson	1		Joan Saslow	978-0-131928015	2005
English for Telephoning	Supplemental	Oxford University Press	1		David Gordon Smith	978-0-19-457927-8	2007
Burlington English	Required	Burlington English	1	Online Software Program			2018



COURSE DISCIPLINE : NUTR
COURSE NUMBER : 201
COURSE TITLE (FULL) : Certified Dietary Manager (CDM) Board Exam Review
COURSE TITLE (SHORT) : CDM Board Exam Rev

CATALOG DESCRIPTION

NUTR 201 provides students with information, resources and insights to facilitate their preparation for the national credentialing examination for dietary managers in health care institutions. Topics cover the five competency areas included in the Certified Dietary manager (CDM) Board exam, namely: Nutrition, Foodservice, Personnel and Communications, Sanitation and Food Safety, and Business Operations.

Total Lecture Units:2.00

Total Laboratory Units: 0.00

Total Course Units: 2.00

Total Lecture Hours:36.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 36.00

Recommended Preparation:

Dietetic Supervisor (DSS) Certificate
 ENGL - 191 - * Writing Workshop II
 ESL - 141 - Grammar And Writing IV

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Identify the applicable state and federal laws and regulations pertaining to dietary services in healthcare facilities;	Yes



2				identify the role and limitations of the dietetic service supervisor under Title 22 for the operation of foodservice;	Yes
3				create and revise dietetic services Policies and Procedures in compliance with regulations and food safety standards of practice;	Yes
4				apply instructions from a facility's Diet Manual to food preparation practices;	Yes
5				assist in the development and coordinate the execution of a planned menu (including disaster menus) to meet the nutritional needs of the population served;	Yes
6				ensure that food is prepared by methods that conserve nutritive value, flavor and appearance;	Yes
7				ensure that standardized recipes are followed, as approved by the Registered Dietitian;	Yes
8				ensure that residents/patients receive and consume foods in the appropriate form as prescribed by the physician;	Yes
9				ensure that there is accommodation of food preferences;	Yes
10				ensure current profile cards are maintained on every patient/resident;	Yes
11				provide assistive devices to facilitate eating as needed;	Yes



12				ensure food is stored, prepared, distributed, and served under sanitary conditions to prevent food borne illness. This includes the sanitation oversight of areas assigned to other departments such as the cleaning & sanitizing of internal components of the ice machine and nurse pantry refrigerators, trash disposal systems;	Yes
13				manage the department operations per applicable regulatory requirements, including food ordering and storage, staffing schedules, employee health, labor relations, and ongoing planned staff development;	Yes
14				participate in the patient/resident nutritional care planning by collecting, documenting and sharing anthropometric data and food allergies and preferences;	Yes
15				coordinate care-plan interventions related to food preferences, snacks, meal times, dining room and other environmental observations and considerations, compatible companions, family involvement;	Yes
16	ENGL	191	* Writing Workshop II	analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	Yes
17	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes



18	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
19	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
20	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
21	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
22	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types;	Yes
23	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which: <ul style="list-style-type: none"> • summarizes and cites appropriately a reading passage provided as a prompt; • includes a clear thesis statement; • uses evidence to support the thesis; • shows clear organization into an introduction, body and conclusion; • uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis. 	Yes
24	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
25	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes

EXIT STANDARDS

1. Conduct routine client nutritional screening which includes collection of information and



- calculations of food/fluid intake and document in the medical record;
2. identify nutrition problems using established guidelines to distinguish between routine and at risk individuals;
3. identify food customs and nutrition preferences based on race, culture, religion, and food intolerances;
4. implement diet plans and diet orders using appropriate modifications;
5. utilize standard nutrition care procedures following ethical and confidentiality principles and practices;
6. review intake records, conduct visual meal rounds, and document food intake;
7. participate in care conferences and review effectiveness of nutrition care;
8. provide basic diet information using evidence-based educational materials;
9. develop and implement menus that meet individual nutritional needs in accordance with established national guidelines;
10. specify standards and procedures for food preparation and service, including therapeutic diets and nutritional supplements;
11. continuously improve care and service using quality management techniques including quality control standards and food waste policies;
12. manage a sanitary foodservice environment by protecting food in all phases of preparation, holding, service, cooling, and transportation;
13. purchase, receive, and store food following established sanitation and quality standards;
14. purchase, store, and ensure safe use of chemicals and cleaning agents;
15. manage equipment use and maintenance;
16. manage goals and priorities for the department, establishing short- and long-term goals and communicating internally and externally;
17. manage the foodservice personnel by performing functions such as interviewing, hiring, training, scheduling, recommending salary and wage adjustments, supervising, evaluating and disciplining employees;
18. supervise business operations of foodservice department, implementing cost effective procedures and managing revenue-generating services;
19. prepare purchase specifications and orders for food, supplies, and equipment;
20. develop annual budget and operate within budget parameters;
21. develop and implement department policies and procedures;
22. comply with federal and state regulations related to effective food and nutrition services.

STUDENT LEARNING OUTCOMES

- 1 describe the various topics of the CDM Board Exam Blue Print;
- 2 pass all five sections of the CDM Board Exam with a score of 75% or higher: Nutrition, Foodservice, Personnel and Communications, Sanitation and Food Safety, and Business Operations.



COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Nutrition</p> <ul style="list-style-type: none"> • Gather nutrition data • Apply nutrition data • Provide nutrition education 	7	0	7
2	<p>Foodservice</p> <ul style="list-style-type: none"> • Manage standardized recipes • Specify standards and procedures for preparing food • Supervise the production and distribution of food • Monitor meal service • Implement continuous quality improvement procedures for foodservice • Modify standard menus 	7	0	7
3	<p>Personnel and Communications</p> <ul style="list-style-type: none"> • Define personnel needs and job functions • Interview, select, and orient employees • Provide ongoing education • Develop and maintain employee time schedules and assignments • Manage goals and priorities for department • Manage department personnel • Manage professional communications • Implement changes in foodservice department 	7.5	0	7.5
4	<p>Sanitation and Safety</p> <ul style="list-style-type: none"> • Manage personnel to ensure compliance with safety and sanitation regulation • Manage purchasing, receiving, storage and distribution of food supplies • Protect food in all phases of preparation using HACCP guidelines • Manage physical facilities to ensure compliance with safety and sanitation guidelines 	8.5	0	8.5



5	Business Operations	6	0	6
	<ul style="list-style-type: none"> • Manage a budget • Prepare specifications for capital purchases • Plan a budget for improvements in the department design and layout • Assist in the purchasing process • Manage revenue generating services • Implement cost effective procedures 			
				36

OUT OF CLASS ASSIGNMENTS

- 1 Student Worksheets: (e.g., matching food restrictions to the corresponding religious practices and enumerating the steps of the Nutrition Care Process)

METHODS OF EVALUATION

- 1 Midterm examination
- 2 Final Examination

METHODS OF INSTRUCTION

- Lecture
- Laboratory
 - Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations



COURSE OUTLINE : NUTR 201
C Credit – Not Degree Applicable
COURSE ID
9/10/2018

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Nutrition Fundamentals and Medical Nutrition Therapy	Supplemental	Association of Nutrition and Foodservice Professionals	7		Zikmund, J.	0-9825884-4-4	2015
Foodservice Management - By Design	Supplemental	Association of Nutrition and Foodservice Professionals			Legvold, D.	0-9825884-3-7	2015



COURSE DISCIPLINE : PE
COURSE NUMBER : 216
COURSE TITLE (FULL) : Self-Defense for Women II
COURSE TITLE (SHORT) : Self-Defense for Women II

CATALOG DESCRIPTION

PE 216 is designed to help women develop and master principles and practical aspects of personal safety. The course covers methods and tactics of practical self-defense, and builds on fundamental techniques taught in PE 215. It provides rigorous conditioning exercises and develops proficiency in skills in perception, analysis, escape, compromise, avoidance, blocking, throwing, and striking. Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: PE 215

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	PE	215	Self Defense Techniques for Women	Recognize the language of defense training as it pertains to the history, skills, and strategies taught;	Yes
2	PE	215	Self Defense Techniques for Women	evaluate and analyze concepts and methods of defense training;	Yes



3	PE	215	Self-Defense Techniques for Women	differentiate between the different styles and tactics of self-defense;	Yes
4	PE	215	Self-Defense Techniques for Women	communicate effectively in writing, speaking, or signing related defense training information;	Yes
5	PE	215	Self-Defense Techniques for Women	demonstrate understanding of the relationship of personal physical and mental health in applying defensive options or responses;	Yes
6	PE	215	Self-Defense Techniques for Women	create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;	Yes
7	PE	215	Self-Defense Techniques for Women	demonstrate understanding of the relationship between the philosophical principles and the physical or combative strategies of the Martial Arts.	Yes

EXIT STANDARDS

1. apply terminology of self-defense training as it pertains to the history, skills and strategies taught;
2. evaluate concepts and methods of defense training for specific situations;
3. apply different styles and tactics of self-defense
4. communicate effectively in writing, speaking or signing related defense training information;
5. evaluate relationships between personal physical and mental health in applying defensive options or responses;
6. create and effectively implement a defensive plan of action based on personal skill and physical conditioning as well as situational factors;
7. utilize strategies involving leverage to practice self-defense against a larger or stronger attacker.

STUDENT LEARNING OUTCOMES

- 1 demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
- 2 demonstrate ability to apply physical techniques for defending when under attack;
- 3 demonstrate ability to analyze a situation, create and implement a self-defense strategy.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Review of Self-Defense Systems</p> <ul style="list-style-type: none"> • Judo • Boxing • Kick-boxing • Jiu-Jitsu (Japanese and Brazilian) 	0	2	2
2	<p>Review of Fundamental Techniques of Self-Defense</p> <ul style="list-style-type: none"> • Grip breaks • Grab defenses • Forming a proper fist • Punching • Kicking • Use of yell 	0	10	10
3	<p>Intermediate Techniques of Self-Defense</p> <ul style="list-style-type: none"> • Blocking and ducking punches and kicks • Choke defense • Countering • Utilizing leverage • Judo throws • Wrestling take-downs • Take-down defense • Strategies for larger attackers 	0	16	16
4	<p>Physical Conditioning Exercises</p> <ul style="list-style-type: none"> • Flexibility exercises • Static and dynamic balance exercises • Cardiorespiratory conditioning • Speed and agility • Muscular strength and power • Reaction time 	0	8	8



5	Practice and Performance of Selected Self-Defense Techniques	0	18	18
	<ul style="list-style-type: none"> • Application of fundamental principles of self-defense • Application of defensive moves and techniques • Application of offensive attacks and counterattacks • Analysis of situational factors and creation of defensive plan of action 			
				54

OUT OF CLASS ASSIGNMENTS

- 1 self-evaluation (e.g. written evaluation of personal knowledge related to self-defense);
- 2 written analysis (e.g. written analysis of the physical and emotional benefits of self- defense techniques).

METHODS OF EVALUATION

- 1 practical examination;
- 2 written midterm examination;
- 3 written final examination;
- 4 critique (e.g. peer-peer or instructor-student critique of forms).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
-
-



COURSE OUTLINE : PE 216
D Credit – Degree Applicable
COURSE ID
9/10/2018

Field Activities (Trips)

Guest Speakers

Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Instructor will provide reading materials.							



COURSE DISCIPLINE : PE
COURSE NUMBER : 218
COURSE TITLE (FULL) : Brazilian Jiu-Jitsu II
COURSE TITLE (SHORT) : Brazilian Jiu-Jitsu II

CATALOG DESCRIPTION

PE 218 builds on the fundamentals of Brazilian Jiu-Jitsu taught in PE 217. Instruction focuses on *nogi*, ground-based techniques including transitions between techniques and self-defense and sport strategies. Application focuses on practicing the ability to "flow", conditioning and body control as well as the philosophical principles of the "gentle art" of self-defense, and maintaining a mutual respect and consideration between training partners.

Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: PE 217

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Recognize the language of Brazilian Jiu-Jitsu as it pertains to the history, skills, and strategies taught;	Yes
2				evaluate and analyze concepts and methods of Brazilian Jiu-Jitsu training;	Yes
3				differentiate between the different	Yes



				techniques and tactics of Brazilian Jiu-Jitsu;	
4				communicate effectively in writing, speaking, or signing related defense training information;	Yes
5				demonstrate understanding of the relationship of personal physical and mental health in applying Brazilian Jiu-Jitsu options or responses;	Yes
6				create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;	Yes
7				demonstrate understanding of the relationship between the philosophical principles and the physical or combative strategies of Brazilian Jiu-Jitsu.	Yes

EXIT STANDARDS

- 1 analyze situational techniques in Brazilian Jiu-Jitsu for self-defense or sport;
- 2 recognize the language of Brazilian Jiu-Jitsu as it pertains to the history, skills, and strategies taught;
- 3 describe appropriate transitions between techniques;
- 4 describe and analyze skills and sport strategy in Brazilian Jiu-Jitsu;
- 5 create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;
- 6 apply philosophical principles and the physical or combative strategies of Brazilian Jiu-Jitsu to life-situations.

STUDENT LEARNING OUTCOMES

- 1 demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
- 2 apply Brazilian Jiu-Jitsu techniques for self-defense when under attack;
- 3 demonstrate flow of Brazilian Jiu-Jitsu techniques and transitions.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Introduction and Review of Brazilian Jiu-Jitsu</p> <ul style="list-style-type: none"> • Brazilian Jiu-Jitsu as a martial art and self-defense technique • History of Jiu-Jitsu and Brazilian Jiu-Jitsu • Philosophy of Jiu-Jitsu • Key concepts of the martial art and the importance of patience and understanding • Rules and point system for sport Brazilian Jiu-Jitsu 	0	2	2
2	<p>Development of Intermediate Techniques</p> <ul style="list-style-type: none"> • Transitions from guard • Transitions from mount • Transitions from side control • Transitions from back control • Linking techniques • Submission options • Wrestling takedowns • Takedown defense • Grips and grip breaking • Weight distribution and leverage 	0	22	22
3	<p>Warm Up, Conditioning, and Strength Exercise Routines</p> <ul style="list-style-type: none"> • Stretching exercises • Flexibility exercises • Cardio-respiratory exercises 	0	10	10
4	<p>Practice and Performance of Jiu-Jitsu Techniques</p> <ul style="list-style-type: none"> • Application of non-violent principles • Application of defensive moves and techniques • Application of offensive attacks and counterattacks • Practicing flow and sport strategies 	0	16	16



5	Review of Brazilian Jiu-Jitsu history and philosophy <ul style="list-style-type: none"> • Brazilian Jiu-Jitsu as a martial art and self-defense technique • History of Jiu-Jitsu and Brazilian Jiu-Jitsu Philosophy of Jiu-Jitsu • Key concepts of the martial art and the importance of patience and understanding • Rules and point system for sport Brazilian Jiu-Jitsu • Tournament styles, points vs. submission only, legal and illegal submissions for different levels 	0	4	4
				54

OUT OF CLASS ASSIGNMENTS

- 1 self-evaluation (e.g. written evaluation of personal knowledge related to Brazilian Jiu-Jitsu);
- 2 written analysis (e.g. written analysis of the physical and emotional benefits of Brazilian Jiu-Jitsu techniques).

METHODS OF EVALUATION

- 1 practical examination;
- 2 written midterm examination;
- 3 written final examination;
- 4 critique (e.g. peer-peer or instructor-student critique of forms).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
-
-
-



COURSE OUTLINE : PE 218
D Credit – Degree Applicable
COURSE ID
9/10/2018

Independent Study
Collaboratory Learning
Demonstration
Field Activities (Trips)

- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Instructor will provide reading material.							



COURSE DISCIPLINE : PE
COURSE NUMBER : 219
COURSE TITLE (FULL) : Brazilian Jiu-Jitsu III
COURSE TITLE (SHORT) : Brazilian Jiu-Jitsu III

CATALOG DESCRIPTION

PE 219 applies the intermediate skills taught in PE 218 to match situations and self-defense. Instruction focuses on differences between *gi* and *nogi* Brazilian Jiu-Jitsu and advanced ground techniques and takedowns. Application focuses on the mastery of fundamental techniques and transitions and the ability to train effectively with a partner, as well as the ability to effectively instruct novices in introductory-level techniques of self-defense.

Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: PE 218

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	PE	218	Brazilian Jiu-Jitsu II	Analyze situational techniques in Brazilian Jiu-Jitsu for self-defense or sport;	Yes
2	PE	218	Brazilian Jiu-Jitsu II	recognize the language of Brazilian Jiu-Jitsu as it pertains to the history, skills, and strategies taught;	Yes
3	PE	218	Brazilian Jiu-Jitsu II	describe appropriate transitions between techniques;	Yes



4	PE	218	Brazilian Jiu-Jitsu II	describe and analyze skills and sport strategy in Brazilian Jiu-Jitsu;	Yes
5	PE	218	Brazilian Jiu-Jitsu II	create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;	Yes
6	PE	218	Brazilian Jiu-Jitsu II	apply philosophical principles and the physical or combative strategies of Brazilian Jiu-Jitsu to life-situations.	Yes

EXIT STANDARDS

1. apply the language of Brazilian Jiu-Jitsu as it pertains to the history, skills and strategies taught;
2. evaluate and create individual game plans based on personal style and match-play situations;
3. demonstrate mastery of fundamental positions, transitions, weight placement and leverage;
4. demonstrate adequate proficiency in linking techniques together to create flow when training and strategies for competition;
5. instruct fundamental techniques for Brazilian Jiu-Jitsu and philosophical strategies for self-defense;
6. evaluate different styles of competition and tournaments including point system, submission only and gi versus no-gi Brazilian Jiu-Jitsu.

STUDENT LEARNING OUTCOMES

- 1 demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
- 2 demonstrate mastery of fundamental Brazilian Jiu-Jitsu techniques and adequate proficiency to complete a tournament match;
- 3 analyze situational strategies for match competition to create individual style and situational game plans.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
-------------	---------	-----	-------------



1	<p>Review of Brazilian Jiu-Jitsu</p> <ul style="list-style-type: none"> • Brazilian Jiu-Jitsu as a martial art and self-defense technique • History of Jiu-Jitsu and Brazilian Jiu-Jitsu Philosophy of Jiu-Jitsu • Key concepts of the martial art and the importance of patience and understanding • Rules and point system for sport Brazilian Jiu-Jitsu • Submission only tournaments • Legal and illegal submissions for different belt levels • <i>Gi</i> versus <i>no-gi</i> 	0	4	4
2	<p>Development of Advanced Techniques</p> <ul style="list-style-type: none"> • Refine full-guard, half-guard and quarter-guard techniques • Refine guard passing techniques • Refine side-control, mount, S-mount and north-south positions and transitions • Refine back control techniques and transitions • Refine linking techniques and submission options • Wrestling takedowns and takedown defense • Grips and grip breaking • Weight distribution, pressure and leverage • Dealing with larger opponents 	0	30	30
3	<p>Warm-up and Conditioning</p> <ul style="list-style-type: none"> • Core strength and endurance exercises • Cardiovascular endurance and conditioning for 5-10 minute matches • Muscular strength and power exercises • Sport-specific agility drills 	0	10	10



4	Practice and Performance of Jiu-Jitsu Techniques	0	10	10
	<ul style="list-style-type: none"> • Developing individual style and strategy for different situations • Aggressive jiu-jitsu for tournament competitions • Skill repetition drills and "rolling" with training partners • Instructional techniques for fundamental skills 			
				54

OUT OF CLASS ASSIGNMENTS

- 1 self-evaluation (e.g. written evaluation of personal knowledge related to Brazilian Jiu-Jitsu);
- 2 written analysis (e.g. written analysis of the physical and emotional benefits of Brazilian Jiu-Jitsu techniques).

METHODS OF EVALUATION

- 1 practical examination;
- 2 written midterm examination;
- 3 written final examination;
- 4 critique (e.g. peer-peer or instructor-student critique of forms).

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers



COURSE OUTLINE : PE 219
D Credit – Degree Applicable
COURSE ID
9/10/2018

Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Instructor will provide reading material.							



COURSE DISCIPLINE : PE
COURSE NUMBER : 220
COURSE TITLE (FULL) : Kickboxing I
COURSE TITLE (SHORT) : Kickboxing I

CATALOG DESCRIPTION

PE 220 instructs students in the basics of kickboxing as a martial art, self-defense technique and exercise format to improve physical conditioning. Instruction focuses on achieving safe practice and proper form for fundamental stance, footwork, punches, kicks, knees and elbows, as well as simple combinations. This course utilizes bag-work for conditioning drills, and emphasizes injury prevention.

Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Preconditions for Enrollment: None

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1				Perform moderate daily physical activities;	Yes
2				demonstrate awareness of personal physical limitations;	Yes
3				demonstrate and maintain a positive attitude in a group environment.	Yes



COURSE OUTLINE : PE 220
D Credit – Degree Applicable
COURSE ID
9/10/2018

EXIT STANDARDS

1. Recognize the language and terminology of kickboxing as it applies to the history, skills and strategies taught;
2. demonstrate understanding of proper form for fundamental stances, footwork, punches, kicks, knees and elbows in kickboxing;
3. differentiate between different techniques in kickboxing appropriate for situations in self-defense, exercise or competition;
4. communicate effectively in writing, speaking, or signing related defense training information;
5. create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;
6. demonstrate understanding of the relationship of personal physical and mental health in applying kickboxing options or responses.

STUDENT LEARNING OUTCOMES

- 1 demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
- 2 demonstrate knowledge of kickboxing technique for self-defense;
- 3 demonstrate application of kickboxing movements and skills for safe exercise.

COURSE CONTENT WITH INSTRUCTIONAL HOURS



	Description	Lecture	Lab	Total Hours
1	Introduction and Overview of Kickboxing <ul style="list-style-type: none"> • History and philosophy of kickboxing as a martial art and for self-defense • Kickboxing for exercise and fitness • Safety considerations 	0	2	2
2	Introduction to Fundamental Kickboxing Techniques <ul style="list-style-type: none"> • Stance and body positioning • Punches (e.g. jab, cross, hook, uppercut) • Kicks (e.g. roundhouse, side-kick, spinning back-kick, front-kick and front-push) • Knees • Elbows • Movement and footwork (e.g. lateral, forward push, retreat) • Blocking, checking kicks, ducking/slipping punches and counter-punching • Combinations 	0	30	30
3	Physical Conditioning for Kickboxing <ul style="list-style-type: none"> • Static and dynamic balance • Core strength and endurance • Muscular strength and power • Cardiovascular endurance and conditioning • Speed and agility drills • Injury prevention 	0	10	10
4	Practice and Performance of Kickboxing Techniques <ul style="list-style-type: none"> • Bag work • Shadow boxing • Skill repetition and drills 	0	12	12
				54



OUT OF CLASS ASSIGNMENTS

- 1 self-evaluation (e.g. written evaluation of personal knowledge related to kickboxing);
- 2 written analysis (e.g. written analysis of the physical and emotional benefits of Kickboxing techniques)

METHODS OF EVALUATION

- 1 practical examination
- 2 written midterm exam
- 3 written final exam
- 4 critique (e.g. peer-peer or instructor-student critique of forms)

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Instructor will provide reading materials.							



COURSE DISCIPLINE : PE
COURSE NUMBER : 221
COURSE TITLE (FULL) : Kickboxing II
COURSE TITLE (SHORT) : Kickboxing II

CATALOG DESCRIPTION

PE 221 builds on the fundamental skills learned in Kickboxing I and introduces the student to intermediate techniques in kickboxing for self-defense, competition and exercise. Instruction focuses on adding power and placement to basic punches, kicks, knees and elbows, as well as adapting to an opponent's movements and evasive techniques. Physical conditioning for injury prevention and performance are emphasized. Students are introduced to focus pads and mitt-work, as well as safe sparring between training partners.

Total Lecture Units:0.00

Total Laboratory Units: 1.00

Total Course Units: 1.00

Total Lecture Hours:0.00

Total Laboratory Hours: 54.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: PE 220

ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	PE	220	Kickboxing I	Recognize the language and terminology of kickboxing as it applies to the history, skills and strategies taught;	Yes
2	PE	220	Kickboxing I	demonstrate understanding of proper form for fundamental stances, footwork, punches, kicks, knees and elbows in kickboxing;	Yes



3	PE	220	Kickboxing I	differentiate between different techniques in kickboxing appropriate for situations in self-defense, exercise or competition;	Yes
4	PE	220	Kickboxing I	communicate effectively in writing, speaking, or signing related defense training information;	Yes
5	PE	220	Kickboxing I	create an effective defensive plan of action based upon their own level of skill and physical fitness/conditioning;	Yes
6	PE	220	Kickboxing I	demonstrate understanding of the relationship of personal physical and mental health in applying kickboxing options or responses.	Yes

EXIT STANDARDS

1. Apply the language and terminology of kickboxing to describe fundamental history, skills and strategies;
2. apply proper form to fundamental stances, punches, kicks, knees and elbows in kickboxing;
3. evaluate and apply different strikes to situations and strategies for kickboxing;
4. communicate effectively in writing, speaking or signing related self-defense training information;
5. create combinations and strategies to apply kickboxing to self-defense or competition situations and for physical performance conditioning;
6. apply appropriate safety, injury prevention and physical and mental health strategies to individual and partner training for kickboxing.

STUDENT LEARNING OUTCOMES

- 1 demonstrate and apply safety rules and procedures to effectively participate in a physical movement environment;
- 2 apply safe and effective kickboxing techniques for self-defense, competition and exercise;
- 3 demonstrate understanding of situational strategies in kickboxing for self-defense, competition and conditioning for physical performance.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

Description	Lecture	Lab	Total Hours
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1	<p>Review of Kickboxing</p> <ul style="list-style-type: none"> • History and philosophy of kickboxing as a martial art and for self-defense • Different styles of kickboxing (e.g. Muay Thai, Taekwondo and Mixed Martial Arts) • Kickboxing for exercise and fitness • Safety considerations • Safety considerations when sparring or drilling with partners 	0	4	4
2	<p>Mastery of Fundamental Kickboxing Techniques</p> <ul style="list-style-type: none"> • Stance and body positioning • Punches (e.g. jab, cross, hook, uppercut) • Kicks (e.g. roundhouse, side-kick, spinning back-kick, front-kick and front-push) • Knees • Elbows • Movement and footwork (e.g. lateral, forward push, retreat) • Blocking, checking kicks, ducking/slipping punches and counter-punching Combinations 	0	8	8
3	<p>Introduction to Intermediate Kickboxing Techniques</p> <ul style="list-style-type: none"> • Bag-work vs. targets vs. sparring • Drilling with a partner • Intermediate level combinations • Taekwondo drills for kicking • Countering and defensive maneuvers • Analyzing styles and options for different situations or competitions; e.g. Muay Thai, Taekwondo and Mixed Martial Arts. • Strategies and individual style 	0	16	16



4	Physical Conditioning for Kickboxing <ul style="list-style-type: none"> • Static and dynamic balance • Core strength, endurance and rotational power • Muscular strength and power • Cardiovascular endurance and sprint-style conditioning • Speed and agility drills • Injury prevention 	0	10	10
5	Practice and Performance of Kickboxing Techniques <ul style="list-style-type: none"> • Bag work • Mitts and focus pads • Partner drills • Sparring 	0	16	16
				54

OUT OF CLASS ASSIGNMENTS

- 1 self-evaluation (e.g. written evaluation of personal knowledge related to kickboxing)

METHODS OF EVALUATION

- 1 practical examination
- 2 written midterm examination
- 3 written final examination
- 4 critique (e.g. peer-peer or instructor-student critique of forms)

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
-
-
-
-
-



COURSE OUTLINE : PE 221
D Credit – Degree Applicable
COURSE ID
9/10/2018

- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	IBSN	Date
Instructor will provide reading materials.							



COURSE OUTLINE : SOC 108
D Credit – Degree Applicable
COURSE ID
9/10/2018

COURSE DISCIPLINE : SOC
COURSE NUMBER : 108
COURSE TITLE (FULL) : Men and Masculinities
COURSE TITLE (SHORT) : Men and Masculinities

CATALOG DESCRIPTION

SOC 108 introduces students to the field of masculinity by examining the socialization and the general experience of boys and men from a sociological perspective. It explores the social construction of masculinity in sports, family, work, and other social relationships to show how it affects people, institutions, and society. It studies the connections between masculinity, gender, and violence, as well as how masculinity intersects with race and ethnicity, class, occupation, physical ability, and sexuality. The course analyzes hegemonic masculinity and its impact on our lives. Finally, the course evaluates the prospects for social change in gendered roles by examining the structural conditions that produce toxic masculinity. Although its emphasis is on western masculinities, the course also explores transnational and cross-cultural perspectives on these questions.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Prerequisite: Eligibility for ENGL 120 or ESL 151

ENTRY STANDARDS

Subject	Number	Title	Description	Include
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COURSE OUTLINE : SOC 108

D Credit – Degree Applicable

COURSE ID

9/10/2018

1	ENGL	191	* Writing Workshop II	Analyze short essays (approximately 2-6 paragraphs in length) to identify thesis, topic, developmental and concluding sentences, as well as transitional expressions used to increase coherence;	Yes
2	ENGL	191	* Writing Workshop II	evaluate compositions for unity, sufficiency of development, evidence, coherence, and variety of sentence structure;	Yes
3	ENGL	191	* Writing Workshop II	organize and write an essay which addresses the topic and is directed by a thesis statement;	Yes
4	ENGL	191	* Writing Workshop II	organize and write an essay which has an introduction, body, and conclusion and demonstrates a basic understanding of essay organization;	Yes
5	ENGL	191	* Writing Workshop II	organize and write an essay which shows some awareness of critical thinking and linkage of evidence with assertion;	Yes
6	ENGL	191	* Writing Workshop II	organize and write an essay which develops ideas, moving from general to specific;	Yes
7	ENGL	191	* Writing Workshop II	organize and write an essay which is easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
8	ENGL	191	* Writing Workshop II	organize and write an essay which uses a variety of sentence types.	Yes
9	ESL	141	Grammar And Writing IV	compose a 400 to 450-word thesis-based essay which:	Yes
10	ESL	141	Grammar And Writing IV	a. summarizes and cites appropriately a reading passage provided as a prompt;	Yes
11	ESL	141	Grammar And Writing IV	b. includes a clear thesis statement;	Yes
12	ESL	141	Grammar And Writing IV	c. uses evidence to support the thesis;	Yes
13	ESL	141	Grammar And Writing IV	d. shows clear organization into an introduction, body and conclusion;	Yes



COURSE OUTLINE : SOC 108

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14	ESL	141	Grammar And Writing IV	e. uses appropriate rhetorical modes such as comparison/contrast, cause/effect and persuasion in order to support a thesis;	Yes
15	ESL	141	Grammar And Writing IV	demonstrate control of verb tenses in active and passive voice, gerunds and infinitives, conditionals real and unreal, adjective, noun, and adverb clauses, and transitional expressions;	Yes
16	ESL	141	Grammar And Writing IV	comprehend multi-paragraph reading passages in textbooks.	Yes

EXIT STANDARDS

1. Identify and compare different types of masculinities;
2. analyze the role of masculinities in social institutions (e.g., family, work, religion, etc.);
3. describe hegemonic masculinity from an intersectionality context, considering race, culture, class, gender, sexuality, age, physical ability, and nationality;
4. demonstrate an understanding of social problems associated with societal definitions of masculinity;
5. explain possible solutions for problems related to societal definitions of masculinity.

STUDENT LEARNING OUTCOMES

- 1 evaluate men's lives and male experiences from sociological perspectives;
- 2 analyze the social construction of masculinity and gender development in a range of cultures;
- 3 analyze and challenge one's own social learning about masculinity.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	Introduction to Gender and Masculinity <ul style="list-style-type: none"> • Structural functionalism, conflict perspective, symbolic interactionism, and exchange theory • Sociological theories on masculinities and men's experiences 	3	0	3
2	Masculinity Theory and Intersectionality <ul style="list-style-type: none"> • Hegemonic masculinity • Intersectionality of masculinity: race, gender, class, occupation, sexuality, ability/disability 	3	0	3



3	Historical Development of Masculinity and the Emergence of Male Dominance	3	0	3
4	Boyhood Socialization and the Social Construction of Masculinity <ul style="list-style-type: none"> • Nature and nurture • Gender and biological sex • Theories of gender socialization • Bullying and violence • Transgender identities 	6	0	6
5	Collegiate Masculinities: the Impact of Education, Subculture, and Peer Groups <ul style="list-style-type: none"> • Organization and reproduction of masculinity in collegiate life • Development and roles of all-male subcultures within higher education 	4	0	4
6	Gender Socialization of Men of Diverse Cultural Heritage	3	0	3
7	Men and the Workplace: the Male Breadwinner Role and Male Identity <ul style="list-style-type: none"> • Intersectional studies of men in workplaces • Male breadwinner role in relation to the women's movement and women's increased presence in the paid labor force 	3	0	3
8	Men and Health: Life Expectancy and Male Health	4	0	4
9	Men in Relationships: the Costs of Intimacy, Power, and Sexual Politics <ul style="list-style-type: none"> • Misogyny and misandry • Heteronormativity and homophobia 	5	0	5
10	Male Sexualities and Sexual Orientations	6	0	6



11	Men in Families: "Wife-Shopping," "Recipes for Change," and Egalitarianism <ul style="list-style-type: none"> • Patriarchal and progressive masculinities in cookbooks for men • Dual-career families and the second-shift/double workday • Masculinity in families of diverse cultural heritage • Gay husbands and fathers • Househusband or "Mr. Mom" 	3	0	3
12	Masculinities in Politics and Religion: Power and the Gender of God	4	0	4
13	Masculinities in the Media and Popular Culture: Images of Masculinity	4	0	4
14	Men, Movements, and the Future: Challenges to Social Changes of Gender Roles <ul style="list-style-type: none"> • New formations of masculinity • Men's movement 	3	0	3
				54

OUT OF CLASS ASSIGNMENTS

- 1 research papers using primary and secondary sources (e.g., application of theoretical perspectives to understand social issues related to masculinities);
- 2 interviews concerning masculinity in cross-cultural settings (e.g., student visit to cultural events);
- 3 student videos analyzing men and masculinities in relation to social constructs (e.g., short film about men in the entertainment industry).

METHODS OF EVALUATION

- 1 mid-term and final examinations;
- 2 student presentations (e.g., students will present their findings from their field research on masculinity as a performance);
- 3 research projects (e.g., field research on masculinity as a performance in social institutions and everyday interactions).



COURSE OUTLINE : SOC 108

D Credit – Degree Applicable

COURSE ID

9/10/2018

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Exploring Masculinities: Identity, Inequality, Continuity, and Change	Required	Oxford University Press	1	Print	C.J. Pascoe	9780199315673	2017