

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Educational Advisory Council

Agenda  
December 7, 2005 - 3:00 pm  
Sylvania, CC – Conference Room B

Informational Items from the Curriculum Office:

(These items do not require curriculum committee recommendation)

Distance Learning Approvals

- o NONE

Experimental Courses

- o HIST 199- Introduction to the study of History.
- o AVS 199- Introduction to Aviation Human Factors.

Inactivated Courses

- o TA 240-Beginning Pantomime
- o TA 160- Agents and Acting
- o TA 155- Readers Theatre

OLD BUSINESS:

- 19. ATH 212- Introduction to Shamanism
- 20. ATH 213- Shamanic Healing Methods

NEW BUSINESS:

- 118. DFT 185- AutoCAD Inventor Fundamentals  
Prerequisite Change
- 119. DFT 251-Kinematics Drafting  
Prerequisite Change
  
- 120. MCH 120-Machine Shop Math  
Contact/Credit Hour Change
- 121. MCH 125- Speeds & Feeds  
Contact/Credit Hour Change
- 122. MCH 160-Drilling Machines & Operations  
Contact/Credit Hour Change
- 123. MCH 175- Band Saws  
Contact/Credit Hour Change
- 124. MCH 190- Boring on the lathe  
Contact/Credit Hour Change
- 125. MCH 195-Threading on a lathe  
Contact/Credit Hour Change
- 126. MCH 205-Vertical Milling Machines & Operations  
Contact/Credit Hour Change
  
- 127. WR 248- Advanced Creative Writing, Editing & Publishing  
New Course
  
- 128. BI 164-Bird ID & Taxonomy  
New Course
- 129. BI 164-Bird ID & Taxonomy  
Gen Ed Request
  
- 130. TE 9013-Fiber Optics: Inside Plant  
Course Title Change

131. LAT 275- Introduction to Landscape Night Lighting  
New Course

132. SOC 231- Sociology of Health & Aging  
Gen Ed Request/ List B

Curriculum Request Form  
Requisite Change

Change:	Requisites
Current course number:	DRF 185
Current course title:	AutoCAD Inventor- Fundamentals
Current prerequisites:	DRF 136
Proposed prerequisites:	None
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	winter
Requested year:	2006
Contact name:	Mark Hagen
Contact e-mail:	mhagen@pcc.edu

Curriculum Request Form  
Course Revision

Change:	Requisites
Current course number:	DRF 251
Current course title:	Kinematics Drafting
Current prerequisites:	DRF 135, DRF 136, DRF 244
Proposed prerequisites:	DRF 135, DRF 136
Will this impact other sacs?,is there an impact on other sacs?:	no
Will this impact other depts/campuses?,is there an impact on another dept or campus?:	no
Request term:	spring
Requested year:	2006
Contact name:	Mark Hagen
Contact e-mail:	mhagen@pcc.edu

Curriculum Request Form  
Credit Contact Hr Change

Current course number: MCH120

Current course title: Machine Shop Math

	Current	Proposed
lec/lab hours:	2.5	2.0
Total contact hours:	5.0	4.0
Current credits:	2.5	2.0

Reason for change: 10/19/05 meeting of the Machine manufacturing Technology Advisory Council requested change of credit hour assignment

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Winter

Implementation year: 2006

Contact name: Woodrow Rainey

Contact email: wrainey@pcc.edu

Curriculum Request Form  
Contact Credit Hr Change

Current course number: MCH125

Current course title: Speeds & Feeds

	Current	Proposed
Current lec/lab hours:	1.5	1.0
Total contact hours:	3.0	2.0
Current credits:	1.5	1.0

Reason for change: 10/19/05 meeting of the Machine Manufacturing Technology Advisory Council requested change of credit hour assignment

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Winter

Implementation year, implem. Year: 2006

Contact name: Woodrow Rainey

Contact email: wrainey@pcc.edu

Curriculum Request Form  
Contact/Credit Change

Current course number: MCH160

Current course title: Drilling Machines & Operations

	Current	Proposed
lec/lab hours:	2.5	2.0
Total contact hours:	5.0	4.0
Current credits:	2.5	2.0

Reason for change: 10/19/05 meeting of the Machine Manufacturing Technology Advisory Council requested change of credit hour assignment

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Winter

Implementation year, implem. Year: 2006

Contact name: Woodrow Rainey

Contact email: wrainey@pcc.edu

Curriculum Request Form  
Contact/Credit Change

Current course number: MCH175

Current course title: Band Saws

	Current	Proposed
lec/lab hours:	1.5	1.0
contact hours:	3.0	2.0
credits:	1.5	1.0

Reason for change: 10/19/05 meeting of the Machine Manufacturing Technology Advisory Council requested change of credit hour assignment

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Winter

Implementation year, implem. Year: 2006

Contact name: Woodrow Rainey

Contact email: wrainey@pcc.edu



Curriculum Request Form  
Contact/Credit Change

Current course number: MCH190

Current course title: Boring On The Lathe

	Current	Proposed
lec/lab hours:	1.5	1.0
contact hours:	3.0	2.0
Current credits:	1.5	1.0

Reason for change: 10/19/05 Meeting Of The Machine Manufacturing Technology  
Advisory Council Requested Change Of Credit Hour  
Assignment

Are outcomes affected?: No

Are degrees/certs  
affected?: No

Is there an impact on  
other dept/campus?: No

Is there potential conflict  
with another sac?: No

Implem. Term: Winter

Implementation  
year, implem. Year: 2006

Contact name: Woodrow Rainey

Contact email: Wrainey@Pcc.Edu

Curriculum Request Form  
Contact/Credit Change

Current course number:	MCH195	
Current course title:	Threading on the Lathe	
	Current	Proposed
Current lec/lab hours:	3.5	3.0
Total contact hours:	7.0	6.0
Current credits:	3.5	3.0
Reason for change:	10/19/05 meeting of the Machine Manufacturing Technology Advisory Council requested change of credit hour assignment	
Are outcomes affected?:	NO	
Are degrees/certs affected?:	No	
Is there an impact on other dept/campus?:	NO	
Is there potential conflict with another sac?:	NO	
Implem. Term:	Winter	
Implementation year, implem. Year:	2006	
Contact name:	Woodrow Rainey	
Contact email:	wrainey@pcc.edu	

Curriculum Request Form  
Contact/Credit Change

Current course number: MCH205

Current course title: Vertical Milling Machines & Operations

	Current	Proposed
Current lec/lab hours:	3.0	3.5
Total contact hours:	6.0	7.0
Current credits:	3.0	3.5

Reason for change: 10/19/05 meeting of the Machine Manufacturing Technology Advisory Council requested change of credit hour assignment

Are outcomes affected?: NO

Are degrees/certs affected?: No

Is there an impact on other dept/campus?: NO

Is there potential conflict with another sac?: NO

Implem. Term: Winter

Implementation year, implem. Year: 2006

Contact name: Woodrow Rainey

Contact email: wrainey@pcc.edu

Curriculum Request Form  
New Course

Course number: WR 248

Course title: Advanced Creative Writing, Editing & Publishing

Transcript title: Adv Creative Writing, Edit & Pu

Lecture hours: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: Of the four introductory creative writing classes we offer, creative nonfiction is the only one without an advanced course for students to progress to. Our introductory creative nonfiction course, WR 240, is one of our most popular courses, and at the end of every term the students are all eager to go to the advanced course and are disappointed that there isn't one. Creative nonfiction is a growing field, with an increased number of textbooks appearing every year.

Course description: WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Presents the works of established writers for forms, techniques and styles as a context for the students production of creative nonfiction for class discussion and analysis.

Prerequisite(s): WR 240

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Upon completion of the course, students should be able to do the following:  
Demonstrate familiarity with creative nonfiction and the versatility of its sub genres, including, but not limited to personal narrative, memoir, nature and travel writing, biography, critical essay, literary journalism, and montage.  
  
Produce a minimum of 6,000 words of original creative nonfiction that may include writing about lives, places, events and ideas.  
  
Show an understanding of the function of a first draft as a

basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision.

Develop critical skill for evaluating their own writing, that of their peers, and that of their professional models.

Develop a personal style and voice in their writing and become aware of the techniques that can enhance that style and voice.

Exhibit proficiency in the use of literary elements of creative nonfiction, such as literal vs. invented truth, fact vs. fancy, voice, monologue, memory, dialogue, time, and documentary evidence.

Exhibit proficiency in the use of creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, dialogue, scenes, flashbacks, juxtaposition, figurative language, point of view, and persona.

Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity.

Read essays by a wide variety of established international writers, and read some writers in depth.

Use their understanding of the elements of creative nonfiction to critique others

essays constructively, and receive and use workshop criticism of their own essays.

Use standard manuscript form to prepare and submit essays for publication or performance.

Gened list: YES, Gen. Ed. Requested

List b: YES, Transfer List B Requested

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on NO

degrees or certificates:

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: YES

Description of contact: I've spoken with Doris Werkman, the SAC chair for Journalism, since creative nonfiction is also known as "literary journalism" and was initially developed in newspapers and magazines by reporters and freelance writers. She said that this course will be of benefit to the journalism program, since they have only four courses approved for teaching, and after Journalism 203, Writing for the Media, students have no more journalism classes to take to continue to develop their journalism writing skills. She says it's a great idea to have such a course as this Advanced Creative Nonfiction course.

Is there an increase in costs for library or av dept?: NO

Implementation term: Fall

Implementation year: 2006

Contact name: Tina Redd

Contact e-mail: tina.redd@pcc.edu

Curriculum Request Form  
New Course Request

Course number: BI 164

Course title: Bird ID and Taxonomy

Transcript title: Bird ID and Taxonomy

Lecture hours: 3

Lab hours: 3

Load total: 6

Weekly contact hours: 6

Total credits: 4

Reason for new course: This course will fill a needed gap in the biology program at Portland Community College. An experimental Bi 199 class taught in spring 2004 had full enrollment of 24, with additional numerous students trying to enroll. Virtually identical courses are taught at Mount Hood and Clackamas Community Colleges with strong enrollment. This class allows students to study an important group of animals, while learning major concepts of basic biology in the areas of evolution, behavior, anatomy and physiology, ecology, conservation, populations, breeding biology, and natural history. This is a valuable course for those students pursuing the fields of ecology, wildlife management, zoology, or conservation biology.

Course description: An introductory course to the biology of birds of the Pacific Northwest. Emphasizes learning bird identification in the field by sight and sound. Aspects of avian ecology, natural history, evolution, physiology and anatomy, breeding biology, and behavior will be studied. The student will be introduced to field techniques for identifying and studying birds.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Develop knowledge of the common bird species in Oregon, and the ability to identify bird species anywhere in the world. Become familiar with field techniques for studying bird populations, behavior, breeding biology, and ecology. Develop knowledge of basic biological principles in ecology, behavior, evolution, anatomy and physiology, relationships between form and function, breeding, populations, and conservation biology by studying these aspects in birds. Develop skills in science by understanding scientific principles and research. Concepts and themes include: bird identification; taxonomic relationships between birds with an evolutionary perspective; fundamental principles of ecology, anatomy and physiology, behavior; important areas for birds in the Pacific Northwest; field identification and study of birds; form and function of birds in relation to their environment. Process skills include: reading and writing; knowledge of bird species of the Pacific Northwest; applying scientific method; presenting conclusions logically in oral and written reports; developing field skills and techniques; locating and accessing information; thinking critically.

Gened list: YES, Gen. Ed. Requested

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: YES

Description of impact on dept/campus: This class will be taught at PCC Sylvania. The Rock Creek campus has also expressed interest in teaching this course, and it could also potentially be taught at the Cascade Campus.

Have other sacs been contacted?: YES

Description of contact: On 29 Oct 2005 the Biology SAC gave unanimous approval of adding this class to PCC biology, and also to the Course Content and Outcome Guide submitted by Dan Taylor.



Is there an increase in NO  
costs for library or av  
dept?:

Implementation term: Spring

Implementation year: 2006

Contact name: Dan Taylor Kate Richardson

Contact e-mail: dtaylor@pcc.edu; [krichard@pcc.edu](mailto:krichard@pcc.edu)

Curriculum Request Form  
Gen Ed Request

Current course number: Bi 164

Current course title: Bird ID and Taxonomy

Category: Course is in Mathematics, Natural and Physical Science,  
Computer Studies

Explain how this course fits in the above category: This is a biology course that teaches about a major group of organisms' evolution, taxonomy, behavior, ecology, natural history, and anatomy and physiology based on scientific principles. Students are exposed to and required investigate subject matter with the scientific method.

How does course incorporate breadth and scope of gen/ed philosophy statement: This course exposes students to the importance and value of birds to human culture. It develops an appreciation of the role of birds in human history and myth. It allows them to understand how the natural environment works, and also aspects of their own biology. They are required to reason and analyze both qualitatively and quantitatively in both the field and lecture. They need to conceptualize many aspects of bird biology, and understand its meaning to the wider environment. It requires them to learn how aspects of human activities are influencing birds, and what humans' responsibilities are towards birds and conservation. This class should stimulate life-long learning about birds and bird biology.

Course is transferrable to: University of Oregon; Oregon State University

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Students are required to independently identify and study birds in the field on a consistent basis. Students are required to keep a journal of these activities. Students are required to research a major aspects of bird biology and/or conducted a scientific survey/study in the field. They are required to present this research orally to the class, and to write a paper on this. Students are required to learn the vast majority of common Oregon bird species. Students are required to come to lecture, and know all lecture topics for a mid term and final topics, including aspects of bird behavior, ecology, taxonomy and evolution, anatomy and physiology. Students are required to read all assigned sections from text books and papers.

How does the course Students are required to write a report with extensive

incorporate substantial student evaluation and demonstrate literacy:

references on a major aspect of bird biology, and give an oral presentation on this or a particular bird species, for which they are evaluated. Students are required to read all numerous sections from text books and scientific papers. They are evaluated by identification quizzes in lab and field and lecture. They are evaluated by multiple choice, short answer, and essay questions on a mid term and a final.

How does course include a wide spectrum of concepts and theoretical models:

This course covers a wide spectrum of major biological concepts in biology using birds including: migration, breeding and population biology, evolution, behaviour, anatomy and physiology, ecology, conservation biology, wildlife management, natural history, and taxonomy. We explore numerous major biological theories about bird biology, and major theories of biology using birds as examples.

How does course examine relation to other disciplines and reflect historical perspective:

This course explores the biology of birds, including the advancement of major historical perspective of the science of ornithology. It ties into numerous other disciplines of biology, including anatomy and physiology, wildlife management, conservation biology, ecology, natural history, behavior, evolution, and breeding and population biology. It also touches on aspects of physics and chemistry.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts:

This course forces students develop skills to examine, compare, and identify birds species based on various field, habitat and behavior clues. Students develop an understanding of taxonomic and evolutionary relationships between groups of birds. Students develop an understanding of relationships between bird form and function. Students develop understanding of birds relationship to habitat and ecological niches by comparing and evaluating form and behavior.

Contact name:

Dan Taylor Kate richardson

Contact email:

dtaylor@pcc.edu; krichard@pcc.edu

Curriculum Request Form  
Course Revision

Change: Course Title, Course Description, Learning Outcomes

Current course number: TE 9103

Proposed course number: TE 9103

Current course title: Fiber Optics: Inside Plant

Proposed course title: Fiber Optics: Inside/Outside Plant

Proposed transcript title: Fiber Optics: In/Outside Plant

Reason for title change: Modifying curriculum to encompass skill sets taught in TE 9103 and TE 9104.

Current description: Application of enclosures, and the use of special splicing techniques. Includes test sets and fault locating equipment. Placing, splicing, and testing of fiber optic cables in campus applications is included. Plant design, layout, and planning is included.

Proposed description: Application for Ready Access; to include the use of special splicing techniques, enclosures, test sets and fault locating equipment. Placing, splicing, termination and testing of fiber optic cables in campus applications is included. Inside/Outside plant design for copper/fiber cabling and aerial applications is included. Prerequisite: TE 9102.

Reason for description change: Modifying curriculum to encompass additional skill sets.

Current learning outcomes: Explain methods and design of campus installations  
Describe the operation of related test equipment  
Identify applications of fiber optics in Inside Plant applications  
Explain the difference between Inside and Outside applications. Plan a typical Inside cable installation.

Proposed learning outcomes: Explain methods and design of campus installations as well as the methods of aerial and underground installations.  
Describe the operation of related test equipment. Identify applications of fiber optics in Inside and Outside Plant applications. Explain the difference between Inside and Outside applications. Plan a typical Inside and Outside cable installation.

Reason for learning: Modifying curriculum to encompass additional skill sets

outcomes change:

Current prerequisites: TE 9102

Proposed prerequisites: TE 9102

Will this impact other  
sacs?,is there an impact on  
other sacs?: No

Will this impact other  
depts/campuses?,is there  
an impact on another dept  
or campus?: No

Request term: winter

Requested year: 2006

Contact name: Katrina Cloud

Contact e-mail: kcloud@pcc.edu

Curriculum Request Form  
New Course

Course number: LAT 275

Course title: Introduction to Landscape Night Lighting

Transcript title: Intro - Landscape Lighting

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: Landscape night lighting is a growing part of the landscape industry. No other courses we have touch on this subject.

Course description: An introduction to landscape low voltage night lighting. Topics covered include electricity fundamentals, layout, bulbs and fixtures, transformers, wire sizing and connections, and lighting design. students will install a night lighting system.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Understand and apply Ohm's law to design a system. Use a multimeter to test voltage. Understand different low voltage lighting wire methods. Perform waterproof wire connections. Understand the steps involved in installing a low voltage system. Understand lighting fixtures and their application in lighting design. Understand and apply landscape night lighting design techniques.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: NO

Is there an impact on another dept or campus?: NO

Have other sacs been contacted?: NO

Is there an increase in costs for library or av dept?: NO

Implementation term: Spring

Implementation year: 2006

Contact name: Marilyn Alexander

Contact e-mail: malexand@pcc.edu

Curriculum Request Form  
Gen Ed Request

Current course number: Soc231

Current course title: Sociology of Health & Aging

Category: Course is in Social Science

Explain how this course fits in the above category: The course provides an introduction to age-related health issues in a social and cultural context. As a requirement of the Gerontology Program, the course also addresses medical and healthcare service issues, as well as long-term care policy and programs.

How does course incorporate breadth and scope of gen/ed philosophy statement: The course addresses all 7 components of the philosophy statement, particularly those related to culture, history (global and personal), relation to natural and technological environments, qualitative and quantitative reasoning, conceptual organization of experience, aesthetic and artistic values (in the broad understanding of personal and community health), and ethics and social responsibility. It is transferable and parallel and meets all 7 criteria for general education course approval.

Course is transferrable to: PSU and OSU

Is course available to all pcc students: Course is available to all PCC Students

How does the course demonstrate rigor and require significant student preparation: Course assessment criteria include:  
1. Individual and group research and reporting (oral and written) projects on community programs, social support networks and policies, requiring academic and field research.  
2. Team analysis of hypothetical case studies identifying resources for care plans.  
3. Written examinations demonstrating knowledge of aging population, health-related trends, and societal responses.  
4. Values exploration and ethical considerations related to health and healthcare.

How does the course incorporate substantial student evaluation and demonstrate literacy: Student evaluation is based on successful written and oral presentation in the four outcome assessment strategies, as well as group participation and negotiation. Students must be fluent in written and spoken English and specifically literate in



gerontological and health-related terminology, concepts, and issues.

How does course include a wide spectrum of concepts and theoretical models:

By focusing on age-related health issues in a social and cultural context, the course engages in interdisciplinary exploration, research, decision-making, and policy formulation that depends on social theory, demographic models, medical and healthcare frameworks, and ultimately the political economy of health and healthcare delivery. Particular attention is given to gender, sexual orientation, race/ethnicity, and other socio-cultural factors influencing health and healthcare access.

How does course examine relation to other disciplines and reflect historical perspective:

The course is multidisciplinary in approach and content, as noted above. Healthcare policy and programs are considered both in their socio-cultural variability as well as historically. Demographic considerations, including global comparisons, also entail an historical perspective.

How does course develop ability to examine, evaluate and make comparisons of relevant concepts:

The outcome assessment strategies are designed precisely to develop students' abilities to examine, evaluate, and make critical comparisons based on academic research, as well as field research, and to bring together the multidisciplinary perspectives in addressing practice, programs, and policies related to health and healthcare.

Contact name:

Jan Abushakrah

Contact email:

jabushak@pcc.edu

# Course Content and Outcome Guide

DATE: October 17th, 2005

PREPARED BY: Daniel M. Taylor

**COURSE NUMBER: Biology 164**

**COURSE TITLE: Bird ID and Taxonomy**

CREDIT HOURS: 4

LECTURE HOURS PER WEEK: 3

LAB HOURS PER WEEK: 3

NUMBER OF WEEKS: varies

SPECIAL FEE: varies; 40\$ to 250\$ typically

## **COURSE DESCRIPTION FOR PUBLICATION:**

An introductory course to the biology of birds of the Pacific Northwest. Emphasizes learning bird identification in the field by sight and sound. Aspects of avian ecology, natural history, evolution, physiology and anatomy, breeding biology, and behavior will be studied. The student will be introduced to field techniques for identifying and studying birds.

## **ADDENDUM TO DESCRIPTION:**

To clarify the teaching of evolution and its place in the classroom, the Portland Community College Biology Departments stand by the following statements about what is science and how the theory of evolution is the major organizing theory in the discipline of the biological sciences.

- Science is a fundamentally nondogmatic and self-correcting investigatory process. In science, a theory is neither a guess, dogma, nor myth. The theories developed through scientific investigation are not decided in advance, but can be and often are modified and revised through observation and experimentation.
- The theory of evolution meets the criteria of a scientific theory. In contrast, creation "science" is neither self-examining nor investigatory. Creation "science" is not considered a legitimate science, but a form of religious advocacy. This position is established by legal precedence (Webster v. New Lenox School District #122, 917 F. 2d 1004).

Biology instructors of Portland Community College will teach the theory of evolution not as absolute truth but as the most widely accepted scientific theory on the diversity of life. We, the Biology Subject Area Curriculum Committee at Portland Community College, therefore stand with such organizations as the National Association of Biology Teachers in opposing the inclusion of pseudo-sciences in our science curricula.

## **INTENDED OUTCOMES FOR THE COURSE:**

A student will collaboratively and independently:

- Develop knowledge of the common bird species in Oregon, and the ability to identify bird species anywhere in the world.
- Become familiar with field techniques for studying bird populations, behavior, breeding biology, and ecology.
- Develop knowledge of basic biological principles in ecology, behavior, evolution,

- anatomy and physiology, relationships between form and function, breeding, populations, and conservation biology by studying these aspects in birds.
- Develop skills in science by understanding scientific principles and research.

### **OUTCOME ASSESSMENT STRATEGIES:**

#### **Assessment Tasks:**

- Essay and multiple choice exams
- Maintain a detailed field notebook
- Weekly applications of laboratory and field experiences
- Independent research projects
- Bird identification tests in field and class
- Conduct independent research via scientific literature and/or in the field
- Write reports
- Oral presentations

### **COURSE CONTENT: THEMES, CONCEPTS, ISSUES, COMPETENCIES AND SKILLS:**

#### **Concepts and Themes:**

- Bird Identification
- Taxonomic relationships between birds with an evolutionary perspective
- Fundamental principles of ecology, anatomy and physiology, behavior
- Habitat associations of birds
- Important areas in the Pacific Northwest for birds
- Human interactions with birds and conservation of birds
- Field identification and study of birds
- Form and function of birds in relation to their environment

#### **Process Skills (Competency skills):**

- Read
- Knowledge of bird species of Pacific Northwest
- Write
- Apply scientific method
- Present conclusions logically in oral and written reports
- Develop field skills and techniques
- Locate and access information
- Think critically

The primary purpose of the Course Content and Outcome Guide is to provide faculty a SACC approved outline of the course. It is not intended to replace the Course Syllabus, which details course content and requirements for students.

Date: Oct 25, 2005  
Course Number: LAT 275  
Course Title: Introduction to Landscape Night Lighting  
Credit Hours: 3  
Lecture Hours Per Week: 3  
Lecture/Lab Hours Per Week:  
Lab Hours per Week (Includes Co-Op, Practicum Or Clinical):  
Number of Weeks: 11  
Special Fee: \$8

### **Course Description for Publication:**

An introduction to landscape low voltage night lighting. Topics include electricity fundamentals, layout, bulbs and fixtures, transformers, wire sizing and connections, and lighting design.

#### ***Addendum to Description:***

Students will install a night lighting system.

### **Intended Outcome(s) for the Course:**

- Students will understand and apply Ohm's law to design a system.
- Use a multimeter to test voltage.
- Understand different low voltage lighting wire methods.
- Perform waterproof wire connections.
- Understand the steps involved installing a low voltage system.
- Understand lighting fixtures and their application in lighting design.
- Understand and apply landscape night lighting design techniques.

### **Outcome assessment strategies:**

- Written, mid-term and final exams
- Evaluation of performance based competencies.

### **Themes, Concepts, and Issues**

- Electricity Principles
- Wiring Methods
- Bulbs & Fixtures
- Transformers and Multimeter Use
- Wire Sizing and connections
- Lighting Design

**For certificate programs:**

If this course provides instruction related to computation, communication and/or human relations for a certificate program, indicate the relevant outcomes, and the approximate amount of time (hours of instruction, study or practice) a student will generally spend in learning towards these outcomes

Instruction in:	Hrs	Outcomes	Skills, Issues, Concepts or Course Activities
Computation	6	Understand Ohm's Law	Through individual computation exercises determine watts, voltage and amps for a nightlighting design
Communication			
Human Relations			

## **WR 248**

### **Course Content and Outcome Guide**

Date: October 12, 2005

Prepared by: Michael McDowell, Kathy O'Shaughnessy, Joan Swinney, and Van Wheeler

Course Number: WR 248

Course Title: Advanced Creative Writing—Non-fiction

Credit Hours: 4

Lecture Hours Per Week: 4

Number of Weeks: 10/11

### **Course Description for Publication:**

WR 248 extends the introduction of literary forms of creative nonfiction in WR 240. Presents the works of established writers for forms, techniques and styles as a context for the students' production of creative nonfiction for class discussion and analysis.

**Prerequisite:** WR 240

### **Intended Outcomes for the Course:**

Upon completion of the course, students should be able to do the following:

- Demonstrate familiarity with creative nonfiction and the versatility of its subgenres, including, but not limited to personal narrative, memoir, nature and travel writing, biography, critical essay, literary journalism, and montage.
- Produce a minimum of 6,000 words of original creative nonfiction that may include writing about lives, places, events and ideas.
- Show an understanding of the function of a first draft as a basis for beginning the real work of developing a piece of creative nonfiction through various stages of revision.
- Develop critical skill for evaluating their own writing, that of their peers, and that of their professional models.
- Develop a personal style and voice in their writing and become aware of the techniques that can enhance that style and voice.
- Exhibit proficiency in the use of literary elements of creative nonfiction, such as literal vs. invented truth, fact vs. fancy, voice, monologue, memory, dialogue, time, and documentary evidence.
- Exhibit proficiency in the use of creative writing techniques drawn from fiction, poetry, and scriptwriting, such as characterization, setting, descriptive detail, dialogue, scenes, flashbacks, juxtaposition, figurative language, point of view, and persona.
- Demonstrate ability to write from multiple points of view, especially those that differ from their own experience, such as age, gender, class, race, or ethnicity.

- Read essays by a wide variety of established international writers, and read some writers in depth.
- Use their understanding of the elements of creative nonfiction to critique others' essays constructively, and receive and use workshop criticism of their own essays.
- Use standard manuscript form to prepare and submit essays for publication or performance.

### **Course Activities and Design:**

Students participate in focused discussions based on assigned reading from work by professional writers, and in workshops in which students present their writings for critique. Approximately one-third of the class is devoted to the discussion of readings and the presentation of techniques. The remaining two-thirds typically centers on the workshops, where students, in large or small groups, read aloud and constructively evaluate each other's creative nonfiction, copies of which are provided to the class by the students. Critiques may be written or oral, or both. Students are required to attend one hour of out-of-class individual conferences with the instructor.

### **Course Assessment Strategies:**

The course grade is determined by appraisal of the student's writing and participation in the workshop process, including contribution to discussion and the quality of written comment on the work of others.

Assessment may include informal responses to study questions, evaluation of small and full-group discussion; writing different kinds of creative nonfiction essays; presentations by individuals and groups; close reading exercises; writing exercises which include evaluation of various interpretations of a text and their relative validity. Other assessment strategies may include a portfolio of original works, revised and polished; a series of critical essays, revised and polished; a journal of questions and answers exhibiting the student's methods of inquiry; participation in a student literary reading.

Both instructor and peer evaluation will be incorporated in the assessment process. Regular attendance and meeting deadlines for assignments are essential to the workshop process and may figure into the final grade. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two week's worth may not pass the course.

**Course Content (Themes, Concepts, Issues, Competencies, and Skills):**

Narrative voice and distance  
Scene vs. summary  
Point of view: first, second, third person  
Implied thesis  
Segmented, or associative structure  
Sources of material: personal experience, interview, research using resources online, in print and in person (interviews), walking the ground, meditation and reflection  
Elements which create a piece's voice: metaphors, images, choice of dialogue to quote, quality of reflection, humor, irony, allusion, symbol  
Methods of handling time: flashbacks, frames, juxtaposition and interweaving, straight and reverse chronology  
Conflict  
Tone/Language  
Text/Subtext  
Figurative language  
Genres  
Pacing  
Revision  
Theme  
Writing as a process  
Close reading and analysis  
Documentation  
Paraphrasing and quoting  
Plagiarism  
Evaluating sources  
Multiple interpretations  
Audience, Purpose, and Occasion  
Satire  
Analysis  
Antithesis  
Autobiography  
Cadence  
Essai  
Metaphor  
Mosaic  
Panoramic exposition  
Cultural Criticism  
Persona  
Rhythm  
Stylebook (stylesheet)  
Voice



**Texts:**

The following items are intended as descriptions of instructors' choices of texts in the past as an aid to choosing texts in the future. This is not intended as a prescribed or recommended list of texts.

1. Many instructors use "how to write" texts designed for college level creative writing courses, such as:

- Bloom, Lynn Z. Fact and Artifact: Writing Nonfiction.
- Cheney, Theodore A. Rees . Writing Creative Nonfiction: How to Use Fiction Techniques to Make Your Nonfiction More Interesting, Dramatic and Vivid.
- Clifford, and Robert DiYanni. Modern American Prose.
- D'Agata, John. The Next American Essay.
- Fakundiny, Lydia., . The Art of the Essay.
- Gerard, Philip. Creative Nonfiction: Researching and Crafting Stories of Real Life.
- Gutkind, Lee. The Art of Creative Nonfiction: Writing and Selling the Literature of Reality.
- Iversen, Kristen. Shadow Boxing: Art and Craft in Creative Nonfiction.
- Minot, Stephen. Literary Nonfiction: The Fourth Genre.
- Sims, Patsy. Literary Nonfiction: Learning by Example.
- Zinsser, William. On Writing Well: An Informal Guide to Writing Nonfiction.

2. Along with a textbook and sometimes as the only text, instructors often use anthologies of creative nonfiction, such as:

- [Current Editor] Best American Essays [particular year]
- Kitchen, Judith, and Mary Paumier Jones, eds. In Short: A Collection of Brief Creative Nonfiction.
- Kramer, Mark and Norman Sims, eds. Literary Journalism: A New Collection of the Best American Nonfiction.
- Lopate, Philip, ed. The Art of the Personal Essay: An Anthology from the Classical Era to the Present.
- Loughery, John. The Eloquent Essay: An Anthology of Classic & Creative Nonfiction.
- Root, Robert L. and Michael Steinberg, eds. The Fourth Genre: Contemporary Writers of/on Creative Nonfiction.

3. Instructors also sometimes choose books by individual writers, the choice depending upon the instructor's tastes, inclinations, and intentions for the class.

- Blew, Mary Clearman. Bone Deep in Landscape: Writing, Reading and Place.
- Kittredge, William. Owning It All.
- Tisdale, Sallie. Stepping Westward: The Long Search for Home in the Pacific Northwest.
- Williams, Terry Tempest. Refuge: An Unnatural History of Family & Place.

Instructors new to the course should contact the campus creative writing chair, creative writing sub-SACC chair, writing SACC chair, faculty department chair, or administrative support person for further information

