

CURRICULUM/GEN ED COMMITTEE  
a standing committee of the Education Advisory Committee

Agenda  
May 3, 2006- 3:00 pm  
Sylvania, CC- Conference Room B

Information Items from the Curriculum Office:  
(These items do not require curriculum committee recommendation)

Experimental Course

- BA 199a- Introduction to the Study of Business Administration
- CIS 199u- Introduction to Wireless Networking
- CIS 199v- Wireless Security
- LA 299- Advanced Business Law for Paralegals

Inactivated Courses

- TA 155- Readers Theatre
- WLD 201- Welding Metallurgy

OLD BUSINESS:

174. SOC214a,b,c- The Illumination Project: Tools for Creative Social Activism 1,  
The Illumination Project: Tools for Creative Social Activism 2,  
The Illumination Project: Tools for Creative Social Activism 3

**New Courses**

This course was recommended at the Feb. 06 meeting under the guidelines that  
Outcomes would come back later.

NEW BUSINESS:

251. BCT 280E- Cooperative Education Building Construction Technology Seminar  
Course Revision- Course Number and Title, Description, Outcomes

252. FT 204- Exercise Science II

**Contact/Credit Hour Change**

Current- Lecture- 2 contact hours

Proposed- Lec/Lab-4 contact hours

253. EM 103- Introduction to Radio Communications

**New Course**

254. HTM 100- Introduction to the Hospitality Industry

**New Course- TBCC**

255. HTM 104- Travel and Tourism Marketing

**New Course-TBCC**

256. HTM 105- Food Service Management  
**New Course- TBCC**

257. HTM 107- Sanitation and Safety for Managers  
**New Course-TBCC**

258. HTM 280a- Cooperative Education: Hospitality, Tourism, Recreation Experience  
**New Course-TBCC**

259. HTM 280b- Cooperative Education: Hospitality, Tourism, Recreation Experience-  
Seminar  
**New Course- TBCC**

260. SP 100- Introduction to Speech Communication  
Course Revision- Prerequisites  
Current- Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

261. SP 130- Business and Professional Speech Communication  
Course Revision- Prerequisites  
Current: Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

262. SP 140- Introduction to Intercultural Communication  
Course Revision- Prerequisites  
Current- Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

263. SP 214- Interpersonal Communication  
Course Revision- Prerequisites  
Current- Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

264. SP 215- Small Group Communication  
Course Revision- Prerequisites  
Current- Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

265. SP 228- Mass Communication  
Course Revision- Prerequisites  
Current- Placement into WR 121 or successful completion of WR 115.  
Proposed- Placement into WR 121.

266. RAD 107c- Radiographic Equipment Update  
Course Revision- Course Title, Description, Outcomes

267. CG 100a- College Survival and Success  
Course Revision- Description, Outcomes

268. CG 100b- College Survival and Success  
Course Revision- Description, Outcomes

269. CG 100c- College Survival and Success  
Course Revision- Description, Outcomes

270. CG 111a- Study Skills for College Learning  
Course Revision- Description, Outcomes

271. CG 111b- Study Skills for College Learning  
Course Revision- Description, Outcomes

272. CG 111c- Study Skills for College Learning  
Course Revision- Description, Outcomes

273. WLD 211-Auto Collision Repair Welding Aluminum  
**New Course**

274. VP 101-Video Production I  
Course Revision- Course Number, Description, Outcomes  
Proposed- MM 260

275. MM 260- Video Production I  
**Contact/Credit Hour Change**

276. VP 102- Video Production II  
Course Revision- Course Number, Description, Outcomes  
Proposed- MM 261

277. MM 261- Video Production II  
**Contact/Credit Hour Change**

278. BI 202- Botany: An Introduction to the Plant Kingdom  
Course Revision- Description, Requisites, Outcomes

279. BI 202- Botany: An Introduction to the Plant Kingdom  
Designation: Transfer List B

280. ENL 150- Intermediate Reading  
Course Revision- Title, Description, Requisites, Outcomes  
Proposed Title: Level 5 Reading

281. ENL 150- Level 5 Reading  
**Contact/Credit Hour Change**  
Current: 5 credits Proposed: 4 credits

282. ENL 152- Intermediate Writing  
Course Revision-Title, Description, Requisites, Outcomes  
Proposed Title: Level 5 Writing

283. ENL 152- Level 5 Writing  
**Contact/Credit Hour Change**  
Current: 5 credits Proposed: 4 credits

284. ENL 154- Intermediate Communication  
Course Revision- Title, Description, Requisites  
Proposed Title: Level 5 Communication

285. ENL 154- Level 5 Communication  
**Contact/Credit Hour Change**  
Current: 5 credits Proposed: 4 credits

286. ENL 160- Upper Intermediate Reading  
Course Revision- Title Cange  
Proposed: Level 6 Reading

287. ENL 162- Upper Intermediate Writing  
Course Revision- Title Change  
Proposed: Level 6 Writing

288. ENL 164- Upper Intermediate Communication  
Course Revision- Title Change  
Proposed: Level 6 Communication

289. ENL 250- Advanced Reading  
Course Revision- Title Change  
Proposed: Level 7 Reading

290. ENL 252- Advanced Writing  
Course Revision- Title Change  
Proposed: Level 7 Writing

291. ENL 254- Advanced Communication  
Course Revision- Title Change  
Proposed: Level 7 Communication

292. ENL 260- Upper Advanced Reading  
Course Revision- Title Change  
Proposed: Level 8 Reading

293. ENL 262- Upper Advanced Writing  
Course Revision- Title Change  
Proposed: Level 8 Writing

294. ENL 264- Upper Advanced Communication  
Course Revision- Title Change  
Proposed: Level 8 Communication

295. ESOL 40- Level 4 Reading  
**New Course**

296. ESOL 42- Level 4 Writing  
**New Course**

297. ESOL 44- Level 4 Communication  
**New Course**

Curriculum Request Form  
New Course

Course number: Soc214a

Course title: The Illumination Project: Tools for Creative Social Activism 1

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214a is the first of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214a students will: 1. Build community within the class, creating a model on which to base later involvement in the greater PCC community. 2. Analyze how institutional oppression has affected their personal lives. 3. Apply the anti-oppressions, inclusive community perspective to their everyday lives both on and off campus. 4. Learn to creatively express problems and solutions inherent in the social structure of our community. 5. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested

Diversity list: YES, Diversity Designation 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 degrees or certificates: NO

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

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

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

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

Go[PCC logo](#)

# Course Content and Outcome Guide

Date: 4/5/2006

Course Number: Soc 214a

Course Title: Illumination Project: Tools for Creative Social Activism I

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: Either the full 11 weeks or 6 weeks with a weekend class.

Special Fee: none

PREPARED BY: Jeannie LaFrance and Jan Abushakrah

## Course Description for Publication

Soc 214a First of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.  
Prerequisite: Instructor permission. Course must be taken in sequence.

## Addendum to Description

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## Intended Outcomes for the Course

- Apply community building skills through creative social activism
- Analyze how institutional oppression has affected their personal lives
- Apply the anti-oppressions, inclusive community perspective to their everyday lives
- Address social problems and develop creative solutions through interactive theater and other forms of social activism

## Outcome Assessment Strategies

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.



3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.

### **Course Content**

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

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression.

Specific to the first term the course will focus on:

1. Basic oppression theory including social stratification and systems of inequality (racism, classism, sexism, heterosexism, anti-semitism, ableism etc.).
2. Historic and current day theater activism; exploring the connections between life and art with respect to personal experience with institutional oppression.
3. Basic stage and performance techniques
  4. Structures of community
  5. Conflict resolution and negotiation techniques

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change. Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, “Freeze!” when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an “intervention.” The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience “succeeds,” and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next “intervenable” scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an “Ally Book” provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project’s strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into knowledge -- that can be applied to success in school, careers, and throughout students’ lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively

engaged in doing. Through the activity of that experience the participant comes to own it – to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

#### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.

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

---

This page is maintained by the PCC Curriculum office.  
PCC © - An Affirmative Action, Equal Opportunity Institution.  
Last updated by [Curriculum](#) March 15, 2004

Curriculum Request Form  
New Course

Course number: Soc214b

Course title: The Illumination Project: Tools for Creative Social Activism 2

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214b is the second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission; Soc214a

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214b students will:

1. Identify common themes of social inequality and create interactive theater pieces based on those themes.
2. Develop and improve group processing and communication skills.
3. Use conflict negotiation and facilitation skills to work with individuals and audience members around issues of oppression.
4. Work on committees to create and produce performances.
5. Engage in active listening, dialogue and community building.
6. Perform interactive social change plays for the greater PCC community.
7. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested

Diversity list: YES, Diversity Designation 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 degrees or certificates: NO

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

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

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

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

Go

# Course Content and Outcome Guide

Date: 4/5/2006

Course Number: SOC 214B

Course Title: Illumination Project: Tools for Creative Social Activism 2

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: 11 weeks

Special Fee: none

PREPARED BY: Jeannie LaFrance and Jan Abushakrah

## Course Description for Publication

Soc 214b Second of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.  
Prerequisite: Instructor permission. Course must be taken in sequence.

## Addendum to Description

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## Intended Outcomes for the Course

- Apply community building skills through creative social activism
- Analyze how institutional oppression has affected their personal lives
- Apply the anti-oppressions, inclusive community perspective to their everyday lives
- Address social problems and develop creative solutions through interactive theater and other forms of social activism

## Outcome Assessment Strategies

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are

- designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.
  3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.
  4. Participation in outside of class activities including performing both on and off campus as well as attending a non-Illumination Project performance.

### **Course Content**

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

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression

Specific to the second term the course will focus on:

1. Specific oppression theory as it relates to the topic chosen to be the focus of the play that term.
2. Elements of writing, producing and performing social change theater.
3. How to create an atmosphere that encourages wide spread community dialogue around emotional and controversial issues.

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change. Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, “Freeze!” when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an “intervention.” The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience “succeeds,” and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next “intervenable” scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an “Ally Book” provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project’s strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into



knowledge -- that can be applied to success in school, careers, and throughout students' lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively engaged in doing. Through the activity of that experience the participant comes to own it – to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

#### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.
- Design, plan and implement programs as well as lead and participate in committee work.
- Create plays and produce performances.

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

---

This page is maintained by the PCC Curriculum office.  
PCC © - An Affirmative Action, Equal Opportunity Institution.  
Last updated by [Curriculum](#) March 15, 2004

Curriculum Request Form  
New Course

Course number: Soc214c

Course title: The Illumination Project: Tools for Creative Social Activism 3

Transcript title: The Illumination Project

Lecture hours: 4

Reason for new course: The Illumination Project has been offered for several years as an experimental course, and in 2004, had three 3-hour courses approved by the Curriculum Committee, but approval was withdrawn following objections from the Theater Department. In the intervening time, these objections have been resolved. The Illumination Project is beginning a 2-year Difficult Dialogues Project funded by The Ford Foundation. PCC contributes tuition waivers for the 20-25 students enrolled annually in the Project.

Course description: Soc214c is the third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater. Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite(s): Instructor Permission; Soc214a; Soc214c

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: Successful 214c students will: 1. Apply conflict negotiation and facilitation skills while working with individuals and audience members around issues of oppression. 2. Work on committees to create and produce performances. 3. Compare and contrast the personal and audience response to the topic last term and this term. 4. Perform interactive social change plays for the greater PCC community. 5. Facilitate interactions between audience and actors. 6. Analyze the effect the performances have had on the PCC community, the class and themselves. 7. Make progress in the overall project outcomes of developing analysis and leadership, facilitation and conflict-resolution, and interactive performance skills to advance social activism.

Gened list: YES, Gen. Ed. Requested



Diversity list: YES, Diversity Designation 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 degrees or certificates: NO

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

Have other sacs been contacted?: YES

Description of contact: We have consulted with the Theater SAC to work out previously expressed concerns.

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

Implementation term: Fall

Implementation year: 2006

Contact name: Jan Abushakrah

Contact e-mail: jabushak@pcc.edu

Go

# Course Content and Outcome Guide

Date:4/5/2006

**Course Number: Soc 214C**

**Course Title: Illumination Project: Tools for Creative Social Activism 3**

Credit Hours: 4

Lecture Hours per week: 4/week

Lecture/Lab Hours per week:

Lab Hours per week:

Number of Weeks: 11 weeks

Special Fee: none

Prepared by: Jeannie LaFrance and Jan Abushakrah

## **COURSE DESCRIPTION FOR PUBLICATION:**

Third of a three-term sequence designed to address issues of institutional oppression through classroom and community presentations utilizing interactive theater.

Provides skills in the area of social analysis, group facilitation, social change interventions, creative production and basic acting.

Prerequisite: Instructor permission. Course must be taken in sequence.

## **Addendum to Description**

Students in this course will create live interactive theater performances that will be toured through out PCC campuses with some community performances. The performances are geared toward creating a campus and community climate that is inclusive and respectful of all people's culture, ethnicity, class, gender and sexual orientation, and other diversity. This course is a required component of The Illumination Project.

## **Intended Outcomes for the Course**

- Apply community building skills through creative social activism
- Analyze how institutional oppression has affected their personal lives
- Apply the anti-oppressions, inclusive community perspective to their everyday lives
- Address social problems and develop creative solutions through interactive theater and other forms of social activism

## **Outcome Assessment Strategies**

At the beginning of the course, the instructor will detail the methods used to evaluate student progress and the criteria for assigning a course grade. Grading methodology will be based on the following criteria:

1. Written assignments including journals and in class reflections based on speaker topics, class discussion and assigned reading. These written assignments are designed to promote integration of course material with personal reflection and experience.
2. Participation in class discussion, exercises and performances.
3. Group committee work in and out of class with the goal of producing plays, educational material or PR associated with the performances.
4. Participation in outside of class activities including performing both on and off campus as well as attending a non-Illumination Project performance.

### **Course Content**

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

The first term will focus on studying institutional oppression, community building, facilitation and Theater of the Oppressed. The second two terms will be similar to one another in format. Each of the second two terms will focus on a different, specific oppression and students will create and perform plays centered on that oppression.

Specific to the Soc 214c the course will focus on:

1. Specific oppression theory as it relates to the topic chosen to be the focus of the play that term.
2. Elements of writing, producing and performing social change theater.
3. How to create an atmosphere that encourages wide spread community dialogue around emotional and controversial issues.
4. The relationship between classroom experience, life experience and future goals.

#### In general:

The main objective of the Illumination Project is to create a campus climate that is inclusive and promotes equal access to education. The journey toward this objective begins with the training of Student Educators who in turn engage the college community in a community-wide social change process. The curriculum studied by the Student Educators covers current research and theory on institutional oppression. It addresses the effects of oppression on individuals and society and the best practices to challenge oppressive behavior. Issues addressed include community building, consciousness-raising (around issues of race, class, gender, religion, sexual orientation, age and ability), skill building, conflict resolution and taking action to create change. Students also learn social-justice theater and popular education techniques. Students write and perform plays reflecting realistic current issues on the PCC Campus and surrounding community. By the time they begin their performances students are prepared to provide education and leadership around difficult and potentially emotional issues. The plays students have created include topics such as anti-Arab/anti-Muslim bias in post September 11<sup>th</sup> U.S., date rape, domestic violence, “coming out” as a sexual minority at home and at school, and race and class issues for first-generation college students.

The Illumination Project performances are based on a style of theater known as Theater of the Oppressed, which was developed by Brazilian theater activist, Augusto Boal. Theater of the Oppressed is a non-traditional theater style used to promote community-centered problem solving. During performances, Student Educators perform a student-written short play (10 to 20 minutes long), which presents a problem of discrimination or oppression. They perform the play once through without interruption and without solving the problem. Then the students start the play again. This time the audience members can yell, “Freeze!” when they see oppression happening. At that point, the audience member comes up on stage and takes the place of one of the characters who they believe could create a positive solution to the problem presented. This is called an “intervention.” The Student Educators work with the audience member with whatever tactic they try. Sometimes an intervention from the audience “succeeds,” and sometimes it does not. Either way it is an active learning experience for actors and audience members. When the audience member is finished with their intervention, the facilitator debriefs with the audience member, the actors and the rest of the audience and then the play continues to the next “intervenable” scene.

Student Educators not only write and perform but publicize the plays and ensure performances are a comprehensive educational experience. Student Educators design the posters and programs as well as write outreach letters and press releases. Students also create an “Ally Book” provided for the audience at each performance containing definitions, information, resources and specific suggestions for making a positive impact in our community. The Project works with various academic departments to facilitate Instructors bringing classes to Illumination Project performances. Instructors then use the performances as a teaching tool through in-class discussion, paper and journal writing. The Illumination Project puts the responsibility of learning in the hands of the audience while still providing structure such as

ground rules, debriefs, accompanying materials, and in-class follow up to ensure that the educational strategies employed are successful.

The Illumination Project's strategy is to create an environment that sets the stage for multiple ways of learning -- the active discovery and synthesis of information into knowledge -- that can be applied to success in school, careers, and throughout students' lives. The program works across disciplinary boundaries to involve students in an active learning experience. The methods move beyond traditional lecture format where concepts can only be discussed. As in life, the participant is an agent, actively engaged in doing. Through the activity of that experience the participant comes to own it -- to know it.

Student Educators also have the opportunity to augment their learning experience in the classroom with experiential learning in the form of community service through the plays they create and perform. Thus, the student learns about oppression and social change via service and experience, as well as through readings, classroom discussion and exercises. By taking the plays into the campus community, the Illumination Project students get to put their classroom learning into action and thereby enhance their own learning while contributing to the community at large.

### **Competencies/Skills**

- Provide an analysis of institutional oppression, its relationship to their own lives, its effect on the PCC community and people from historically disenfranchised communities.
- Be able to intervene in oppressive and conflict situations and take action to create positive change.
- Develop and improve group processing and communication skills.
- Improve ability to listen to and empathize with diverse opinions and experiences.
- Describe the usefulness of social change theater and popular education learning strategies.
- Design, plan and implement programs as well as lead and participate in committee work.
- Create plays and produce performances.
- Practice active inclusive community building skills in future settings.
- Participate effectively in organizations dedicated to social change.

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

---

This page is maintained by the PCC Curriculum office.  
PCC © - An Affirmative Action, Equal Opportunity Institution.  
Last updated by [Curriculum](#) March 15, 2004

Curriculum Request Form  
Course Revision

Change: Course Number, Course Description, Learning Outcomes

Current course number: BCT 280E

Proposed course number: BCT 280B

Current course title: Cooperative Education Building Construction Technology Seminar

Proposed course title: Cooperative Education Seminar - Building Construction Techno

Proposed transcript title: Cooperative Education Seminar

Reason for title change: Clarity and change of Course Number

Current description: On-the-job training at a department designated worksite, giving students experience in real work conditions and helping determine career choices. Department permission required.

Proposed description: This course compliments a Cooperative Education work experience. Students must have a designated work site and be concurrently enrolled in BCT 280A or C. This course provides instruction on how to research career information, gain access to informational material on the Internet, and methods of exploring career opportunities.

Reason for description change: To reflect the proper course description due to course number change.

Current learning outcomes: Function safely and effectively on a building construction job site Demonstrate professional work ethics (habits) Apply classroom skills to a variety of construction situations Appraise learned skills by providing a weekly report Become familiar with employer expectations Use critical thinking to evaluate prospective employers

Proposed learning outcomes: Learn about the requirements and realities of the Construction industry. Develop job search, job success, and personal development skills. Use critical thinking to reflect upon day-to-day work experiences.

Reason for learning Changing the 280B number to serve as the Cooperative

outcomes change: Educations Seminar, to be more consistent with the college's other seminar numbering.

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: Fall

Requested year: 2006

Contact name: Nancy Pitzer  
Contact e-mail: npitzer@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: FT 204

Current course title: Exercise Science II

	Current	Proposed
Lecture hours:	2	0
Lec/lab hours:		4
Total contact hours:	2	4
Current credits:	2	2

Reason for change: This course was designed to be an application course. The concepts learned in Exercise Science II will be applied and more time spent in the laboratory setting. The course was originally set up as a 2-credit lecture only. This format does not allow sufficient practical/lab time to complete the primary outcomes for the course.

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

Impact on sacs: Not applicable - Discussed with Fit.Tech. full-time faculty

Implem. Term: Winter  
Implementation year, implem. Year: 2007

Contact name: Moe O'Connor  
Contact email: moconnor@pcc.edu

Curriculum Request Form  
New Course

Course number: EM 103

Course title: Introduction to Radio Communications

Transcript title: Intro to Radio Communications

Lecture hours: 2

Lec/lab hours: 2

Weekly contact hours: 4

Total credits: 3

Reason for new course: Expanding 26 credit certificate to one-year (46 credit) certificate. Current curriculum lacks material covering radio use, which is crucial to the profession.

Course description: This course introduces students to the technology of two-way radio communications, as applied to emergency services. Telecommunicators provide the communications link between agencies, field responders and the public. Understanding the operation and components of two-way radio and proper radio broadcasting procedures is essential to the communications role of all first responders.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:

- Identify the roles/responsibilities of a radio dispatcher
- - Apply procedures to insure responder and public safety
- Identify the role of the FCC and rules governing radio broadcasting
- - Demonstrate proper broadcasting techniques and discipline
- Describe specific policies and procedures used in two-way radio transmissions
- - Demonstrate the proper use and maintenance of radio equipment

Course format: On Campus



Other format:

Are there similar courses existing: NO

Required or elective: Required

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 course may be used as a required or elective course by other emergency services disciplines, such as, criminal justice, fire science, and emergency medical services.

Have other sacs been contacted?: YES

Description of contact: Contacted Jim Parks - CJA, Ed Lindsey - FP, Kal Robertson - EMS. No conflicts exist.

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

Implementation term: Fall  
Implementation year: 2006

Contact name: Carol Bruneau  
Contact e-mail: cbruneau@pcc.edu

## **COURSE CONTENT & OUTCOMES GUIDE**

Date submitted: April 17, 2006                      Submitted by: Carol Bruneau

Course Number: EM 103

Course Title: Introduction to Radio Communications

Credits: 3

Lecture Hours: 2

Lec/Lab Hours: 2

Special Fee: \$50.00

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

This course introduces students to the technology of two-way radio communications, as it applies to emergency services. Telecommunicators provide the communications link between agencies, field responders and the public. Understanding the operation and components of two-way radio and proper radio broadcasting procedures is essential to the communications role of all first responders.

### **Addendum to Description:**

Meets requirements of the State of Oregon, Basic Telecommunicator Training for state certification.

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

- Identify the roles/responsibilities of a radio dispatcher
- Apply procedures to insure responder and public safety
- Identify the role of the FCC and rules governing radio broadcasting
- Demonstrate proper broadcasting techniques and discipline
- Describe specific policies and procedures used in two-way radio transmissions
- Demonstrate the proper use and maintenance of radio equipment

### **Outcome Assessment Strategies:**

- Written quizzes and exams
- Documentation of radio transmissions
- Written and verbal feedback on transmissions and message content
- Evaluate voice tone, level, clarity, control and verbiage based upon industry standards

### **Course Activities & Design:**

- Examination of radio equipment and demonstration of proper use and maintenance
- Role-playing of various emergency communications scenarios
- Scripted scenarios involving various radio broadcasting functions
- Proper documentation of all radio transmissions
- Exercises involving control of air time and radio discipline
- Lecture by a radio technician on trouble shooting and explaining common radio problems.

### **Course Content:**

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

- Common radio terminology, phonetic alphabet, military time
- Broadcasting and acknowledgement procedures
- Responder and Public safety issues
- Routine radio communication problems, equipment and personnel

#### **Skills:**

- Interpretation and transmission of information from various computer data bases: LEDS/WACIC/NCIC and regional systems.
- Clear and audible voice tone and quality in radio transmissions
- Multi-tasking, monitoring multiple radio channels and multiple events

### **Instructor Qualifications:**

Instructor must have at least five years experience using a two-way radio system  
Instructor must possess current state certification to access LEDS or WACIC.

**Related Instruction:**

<u>Instruction in:</u>	<u>Hrs</u>	<u>Outcomes</u>	<u>Skills, Issues, Concepts or Course Activities</u>
Computation	10	<ul style="list-style-type: none"> <li>• Identify the responsibilities of a radio dispatcher as they pertain to records keeping and resource allocation</li> <li>• Demonstrate the use of selected radio channels to provide optimum performance</li> <li>• Apply information on radio transmission and receiver coverage to jurisdictional boundaries</li> <li>• Identify stations and field responders by radio identification and by location</li> <li>• Develop basic technical vocabulary to describe radio components and system problems</li> </ul>	<ul style="list-style-type: none"> <li>• Document all times relevant to each call</li> <li>• Determine field response based upon equipment and personnel needs</li> <li>• Locate various remote equipment sites on maps, such as repeaters, cell towers, transmitters, etc.</li> <li>• Show on a map the radio range and alternative communication methods or links</li> <li>• Document activities for historical record and statistical data</li> </ul>

Curriculum Request Form  
New Course

Course number: HTM 100

Course title: Introduction to the Hospitality Industry

Transcript title: Intro to Hospitality Ind

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC.

Course description: This course examines the hospitality industry and its history and development. The composition of various components of the industry, such as food and beverage service, travel and tourism, lodging, meeting and planning, leisure and recreation, recreational entertainment, and heritage and eco-tourism will be discussed in this course. Career opportunities, challenges faced by operations of hotels/resorts/restaurants and other food service establishments and convention and leisure facilities, current issues and future trends are also examined.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to discuss the interrelationships of the major components of the hospitality industry

The student will be able to identify the sociological, cultural, and cultural factors influencing each component of the industry

The student will be able to discuss the economic contributions of the hospitality industry

The student will be able to discuss current issues and future trends for the hospitality industry

The student will be able to demonstrate knowledge of the current and future career opportunities in the hospital industry

Other format: Other Format Selected

Other format: TBCC

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposed Hospitality, Tourism, Recreation Management program for TBCC.

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: Fall  
Implementation year: 2006

Contact name: Lori Gates  
Contact e-mail: gates@tilliamookbay.cc

Curriculum Request Form  
New Course (TBCC)

Course number: HTM 104

Course title: Travel and Tourism Marketing

Transcript title: Travel/Tourism Mktg

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC.

Course description: Introduces marketing concepts and techniques in the hospitality industry. This course examines the actual planning and marketing of tourism products and services. It will cover the basic marketing cycle and include key principles such as strategies, assessments, objectives, and evaluation. Covers the variety of products, services, and sales conditions within the industry. Marketing management functions of travel agents and tourism personnel, industry marketing strategies, individual and group planning arrangements, and agency relationships will be discussed.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to understand marketing and the marketing management process in the travel and tourism industry.  
The student will be able to identify target markets and gathering information.  
The student will be able to demonstrate knowledge of marketing mix elements.  
Discuss current marketing issues in the travel and tourism industry

Are there similar YES

courses existing:

Description of existing courses: BA 223 Principles of Marketing. This course will be focused on the travel and tourism industry with less depth on general principles. Course was part of proposal for TBCC program endorsed as program for TBCC by PCC's BA SAC in February.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposal for Hospitality, Tourism, Recreation Management program for TBCC.

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

Have other sacs been contacted?: YES

Description of contact: Because a number of BA courses are part of TBCC's HTRM proposals, the proposed programs were presented to the Business Administration SAC. The SAC discussed then endorsed TBCC's HTRM proposal on February 17, 2006.

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

Implementation term: Fall

Implementation year: 2006

Contact name: Lori Gates

Contact e-mail: gates@tillamookbay.cc



Curriculum Request Form  
New Course (TBCC)

Course number: HTM 105

Course title: Food Service Management

Transcript title: Food Service Mgmt

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC.

Course description: This course examines the food service industry, its structure, organization, size, economic impact, regulatory industries and peripheral industries; managerial problems and practices; and trade journals and resources, with a broad review of the various food service segments. Discusses topics of current concern for the industry. The course will also provide an introduction to career opportunities and a view of real-world activities.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to demonstrate an understanding of the overall role and importance of the management function in the food service industry.  
The student will be able to demonstrate an understanding of the management process in the food service industry.  
The student will be able to communicate effectively using standard business terminology in the food service industry.  
The student will be able to identify techniques for measuring and increasing productivity through use of current technology.  
The student will be able to describe techniques for developing and maintaining a highly motivated work environment.

Other format: Other Format Selected

Other format: TBCC

Are there similar courses existing: YES

Description of existing courses: BA 206 Principles of Management. This course will be focused on the food services industry with less depth on general principles. Course was part of proposal for TBCC program endorsed as program for TBCC by PCC's BA SAC in February.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposal for Hospitality, Tourism, Recreation Management program for TBCC.

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

Have other sacs been contacted?: YES

Description of contact: Because a number of BA courses are part of TBCC's HTRM proposals, the proposed programs were presented to the Business Administration SAC. The SAC discussed then endorsed TBCC's HTRM proposal on February 17, 2006.

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

Implementation term: Fall  
Implementation year: 2006

Contact name: Lori Gates  
Contact e-mail: gates@tillamookbay.cc

Curriculum Request Form  
New Course (TBCC)

Course number: HTM 107

Course title: Sanitation and Safety for Managers

Transcript title: Sanitation/Safety Mgrs

Lecture hours: 3

Weekly contact hours: 3

Total credits: 3

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC. Course is a requirement in Hospitality and Tourism Certificate; proposed requirement in HTRM Certificate; and elective in proposed HTRM degree.

Course description: This course is based on the National Restaurant Association's training and certification coursework. The course informs, strengthens, and updates supervisors and managers on current principles and practices of sanitation and safety. Covers Oregon's recent enactment of statewide food handler training, the Hazard Analysis Critical Control Point (HACCP) system, as well as potable water systems, waste treatment, lodging facilities, recreational facilities, swimming pool and spa regulations, and hazardous materials. Upon successful completion of this course, a certificate of completion will be issued by the National Restaurant Association.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to discuss principles and practices of sanitation and safety.  
The student will be able to discuss sanitation and safety factors as they pertain to food handling, hazardous materials, waste management, and facilities.  
The student will be able to define and discuss the sanitation foundation.  
The student will be able to develop and explain a foodservice

safety system.

Other format: Other Format Selected

Other format: TBCC

Are there similar courses existing: NO

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposal for Hospitality, Tourism, Recreation Management program for TBCC (see above).

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

Have other sacs been contacted?: YES

Description of contact: Because a number of BA courses are part of TBCC's HTRM proposals, the proposed programs were presented to the Business Administration SAC. The SAC discussed then endorsed TBCC's HTRM proposal on February 17, 2006.

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

Implementation term: Fall  
Implementation year: 2006

Contact name: Lori Gates  
Contact e-mail: gates@tillamookbay.cc

Curriculum Request Form  
New Course (TBCC)

Course number: HTM 280A

Course title: Cooperative Education: Hospitality, Tourism, Recreation Experience

Transcript title: CE: HTR Experience

Weekly contact hours: 3-4/credit

Total credits: 3-9

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC. Course is a requirement in Hospitality and Tourism Certificate; proposed requirement in HTRM Certificate; and elective in proposed HTRM degree.

Course description: Offers relevant field experience in hospitality industry environments in one of the following areas: tourism, recreation, customer services, culinary arts, lodging, travel. Allows exploration of career options. Department permission required.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to identify learning goals and develop a work experience plan to meet the goals.  
Increase personal and professional competencies by practicing skills learned in courses, learning new job specific skills, and gaining a more in-depth understanding of a hospitality industry career area.  
The student will be able to write a workable plan of action for a work-place project.  
The student will be able to design and complete a work related project.

Other format: Other Format Selected

Other format: TBCC

Are there similar courses existing: YES

Description of existing courses: Similar to 280A courses at PCC in other disciplines.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposal for Hospitality, Tourism, Recreation Management program for TBCC (see above).

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: Fall  
Implementation year: 2006

Contact name: Lori Gates  
Contact e-mail: gates@tillamookbay.cc

Curriculum Request Form  
New Course (TBCC)

Course number: HTM 280B

Course title: Cooperative Education: Hospitality, Tourism, Recreation Experience – Seminar

Transcript title: CE: HTR Experience – Seminar

Lecture hours: 1

Weekly contact hours: 1

Total credits: 1

Reason for new course: No such course exists at PCC. Course proposed for Tillamook Bay Community College only as part of new Hospitality, Tourism, Recreation Management program being proposed for TBCC. Course is a requirement in Hospitality and Tourism Certificate; proposed requirement in HTRM Certificate; and elective in proposed HTRM degree.

Course description: Supplements a Cooperative Education work experience placement through feedback sessions, instruction in job-related areas, and linkages to the student's academic program. Students must have a work site and be concurrently enrolled for HTRM 280A (exceptions with instructor permission). Department permission required.

Prerequisite(s): None

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes: The student will be able to reflect on the day-to-day experiences at work, and write weekly journal entries to focus attention on various aspects of employment.  
The student will be able to conduct an informational interview to learn more about the requirements and realities of their chosen career field.  
The student will be able to conduct an effective job search.  
The student will be able to increase their likelihood of success in their chosen career.  
The student will be able to use Internet resources as a tool for job search and to support career success.  
The student will be able to write a workable plan of action for a

work place project.

The student will be able to design and complete a work related project.

Other format: Other Format Selected

Other format: TBCC

Are there similar courses existing: YES

Description of existing courses: Similar to 280B courses at PCC in other disciplines.

Required or elective: Required

Is there impact on degrees or certificates: YES

Description of impact on deg/cert: Part of proposal for Hospitality, Tourism, Recreation Management program for TBCC (see above).

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: Fall  
Implementation year: 2006

Contact name: Lori Gates  
Contact e-mail: gates@tillamookbay.cc



Curriculum Request Form  
Course Description and Prerequisite Change

Change:	Course Description
Current course number:	SP 100
Current course title:	Introduction to Speech Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	Clean up language in prerequisite
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:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Description and Prerequisite Change

Change:	Course Description
Current course number:	SP 130
Current course title:	Business and Professional Speech Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	Clean up language
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:	Summer
Requested year:	2006
Contact name:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Description and Prerequisite change

Current course number:	SP 140
Current course title:	Introduction to Intercultural Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	clean up language
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:	Summer
Requested year:	2006
Contact name:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Description and Prerequisite change

Change:	Course Description
Current course number:	SP 214
Current course title:	Interpersonal Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	clean up language
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:	Summer
Requested year:	2006
Contact name:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Description and Prerequisite change

Change:	Course Description
Current course number:	SP 215
Current course title:	Small Group Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	clean up language
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:	Summer
Requested year:	2006
Contact name:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Description and Prerequisite change

Change:	Course Description
Current course number:	SP 228
Current course title:	Mass Communication
Current description:	Prerequisite: Placement into WR 121 or successful completion of WR 115
Proposed description:	Prerequisite: Placement into WR 121
Reason for description change:	clean up language
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:	Summer
Requested year:	2006
Contact name:	doris werkman
Contact e-mail:	dwerkman@pcc.edu

Curriculum Request Form  
Course Title, Description, Outcomes Change

Change: Course Title, Course Description, Learning Outcomes

Current course number: RAD 107c

Current course title: Radiographic Equipment Update

Proposed course title: Principles of Fluoroscopy

Proposed transcript title: Principles of Fluoroscopy

Reason for title change: The state of Oregon now requires medical individuals, doctors and radiographers, to have education on the use of fluoroscopy. Some of this information was in the old course, the course has been changed to include all the required information and this title more accurately reflects the content.

Current description: Covers recent advances in radiologic equipment such as high frequency generators, digital imaging, fluoroscopy and automatic exposure devices. Designed as an update for graduates on technical advances in equipment and for those wishing re-entry into the profession. ARRT certification or department permission required.

Proposed description: Covers the state of Oregon fluoroscopy education requirements on operation of the equipment. Designed as an update for physicians or radiographers and to satisfy the Oregon Radiation Protection Services rules for fluoroscopy. Department permission required, call 503-977-4227.

Reason for description change: This class had been discontinued due to low enrollment. The state Radiation Protection Services was looking for a web based course for individuals needing information in the safe use of fluoroscopy. Some of this information was in the old course and the content has been changed to include all the required information.

Current learning outcomes: 

1. Demonstrate safe operation of medical radiographic and fluoroscopic equipment.
2. Troubleshoot malfunctioning equipment.
3. Research equipment selection within the radiography department.

Proposed learning outcomes: 

1. Demonstrate safe operation of fluoroscopic equipment for patients and personnel.

2. Understand the Oregon rules for operation of fluoroscopic equipment as set out by Radiation Protection Services.

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:

Barbara Smith

Contact e-mail:

bsmith@pcc.edu



Curriculum Request Form  
Course Description and Learning Outcomes

Change: Course Description, Learning Outcomes

Current course number: CG100A

Current course title: College Survival and Success

Current description: Students will be assisted in the personal, academic and social adjustments needed for college success. Learning styles, stress management, identification of personal strengths and weaknesses in learning, managing time, integration of school, work and family are emphasized. College terms, degree requirements, techniques for success in the class room and familiarity with and use of services are introduced and encouraged.

Proposed description: Provides information and techniques on time and money management, motivation, and goal-setting for college success. Develop skills in communicating in a culturally diverse learning environment and accessing online and in-person college resources and services.

Reason for description change: Refining, adding, and subtracting course outcomes and content.

Current learning outcomes: Students who successfully complete this course will be able to:

1. Use college student services and campus resources.
2. Use effective techniques for college study.
3. Balance school, work, and family commitments.

Proposed learning outcomes:

1. Utilize effective motivational strategies and goal-setting tools.
2. Demonstrate responsible behavior in a learning environment.
3. Develop a one-year academic plan.
4. Apply principles of time management.
5. Demonstrate understanding of diversity and cultural differences.
6. Develop and monitor a responsible college money management plan.
7. Use PCC online services to access effectively college resources and policies.
8. Access student services appropriately.
9. Understand college degree options.
10. Demonstrate effective student-instructor and peer communication.

Reason for learning outcomes change: Refining, adding, and subtracting course outcomes and content.

Current 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: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu

Curriculum Request Form  
Course Description, Learning Outcomes

Change: Course Description, Learning Outcomes

Current course number: CG100B

Current course title: College Survival and Success

Current description: Students will be assisted in the personal, academic and social adjustments needed for college success. Learning Styles, Stress Management, identification of personal strengths and weaknesses in learning, managing time, integration of school, work and family are emphasized. College terms, degree requirements, techniques for success in the class room and familiarity with and use of services are introduced and encouraged.

Proposed description: Provides information and techniques on time management, motivation, and goal-setting for college success. Develop skills communicating with instructors and students and accessing online and in-person college resources and services.

Reason for description change: Refining, adding, and subtracting learning outcomes and course content.

Current learning outcomes: 

1. Use college student services and campus resources.
2. Use effective techniques for college study.
3. Balance school, work and family commitments.

Proposed learning outcomes: 

1. Use a motivational strategy and goal-setting tool.
2. Demonstrate responsible behavior in a diverse learning environment.
3. Develop a short-term academic plan.
4. Use time management skills and tools.
5. Understand college degree options.
6. Use PCC online services to access effectively college resources and policies.
7. Access student services appropriately.
8. Demonstrate effective student-instructor and peer communication.

Reason for learning outcomes change: Refining, adding, and subtracting learning outcomes and course content.

Current prerequisites: None

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

How other sacs may be impacted:

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

Request term: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu

Curriculum Request form  
Description, Learning Outcomes

Change: Course Description,  
Learning Outcomes

Current course number: CG100C

Current course title: College Survival and Success

Current description: Students will be assisted in the personal, academic and social adjustments needed for college success. Learning styles, stress management, identification of personal strengths and weaknesses in learning, managing time, integration of school, work and family are emphasized. College terms, degree requirements, techniques for success in the class room and familiarity with and use of services are introduced and encouraged.

Proposed description: Provides basic information on time management and goal-setting for college success. Develop skills in communicating with instructors and accessing online and in-person college resources and services.

Reason for description change: Refining, adding, and subtracting course outcomes and content.

Current learning outcomes: 

1. Use college student services and campus resources.
2. Use effective techniques for college study.
3. Balance school, work and family commitments.

Proposed learning outcomes: 

1. Develop a short-term college goal.
2. Demonstrate effective student-instructor communication.
3. Use a calendar, to-do list, and/or planner.
4. Use PCC online services to access effectively college resources and policies.
5. Access student services appropriately.
6. Aware of college degrees.

Reason for learning outcomes change: Refining, adding, and subtracting course outcomes and content.

Current prerequisites: None

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

How other sacs may be impacted:

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

Request term: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu

Curriculum Request Form  
Course Description, Learning Outcomes

Change:	Course Description, Learning Outcomes
Current course number:	CG111A
Current course title:	Study Skills for College Learning
Current description:	This course provides students with information, techniques, strategies and skills helpful in becoming more efficient in time management, studying, listening, notetaking and taking exams. Addresses basic principals of the psychology of learning and memory as they relate to college students. Prerequisites: College-level reading and/or writing skills as defined by placement in WR 115, or RD 115, or instructor permission.
Proposed description:	Provides information, techniques, and strategies helpful in becoming more efficient in studying, notetaking, textbook reading, and taking exams. Identify preferred learning style and develop skills in scheduling study time, library research, memory strategies, and critical thinking. Prerequisite: Placement into WR 115 or RD 115 or above, or instructor permission.
Reason for description change:	Refining course outcomes and adding and subtracting course content.
Current learning outcomes:	<ol style="list-style-type: none"><li>1. Use college student services and resources to set educational goals.</li><li>2. Manage time effectively.</li><li>3. Utilize study skills appropriate to personal learning style and course content.</li></ol>
Proposed learning outcomes:	<ol style="list-style-type: none"><li>1. Identify learning style and apply preferred learning style.</li><li>2. Utilize test-taking strategies.</li><li>3. Utilize library resources for information and research.</li><li>4. Use effective textbook reading techniques.</li><li>5. Apply critical thinking skills.</li><li>6. Develop memory strategies and review tools.</li><li>7. Employ a study schedule and strategies to manage procrastination.</li><li>8. Apply notetaking strategies.</li></ol>
Reason for learning outcomes change:	Refining course outcomes and adding and subtracting course content and outcomes.

Current prerequisites: Prerequisites: College-level reading and/or writing skills as defined by

Proposed prerequisites: Prerequisite: Placement into WR 115 or RD 115 or above, or instructor permission.

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: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu



Curriculum Request Form  
Course Description, Requisites, Learning Outcomes

Change: Course Description, Requisites, Learning Outcomes

Current course number: CG111B

Current course title: Study Skills for College Learning

Current description: This course provides students with information, techniques, strategies and skills helpful in becoming more efficient in time management, studying, listening, notetaking and taking exams. Addresses basic principals of the psychology of learning and memory as they relate to college students. Prerequisites: College-level reading and/or writing skills as defined by placement in WR 115, or RD 115, or instructor permission.

Proposed description: Provides information, techniques, and strategies helpful in becoming more efficient in notetaking, textbook reading, and taking exams. Identify preferred learning style and develop skills in scheduling study time and memory strategies. Prerequisite: Placement into WR 115 or RD 115 or above, or instructor permission.

Reason for description change: Refining and adding and subtracting course outcomes and content.

Current learning outcomes: 

1. Use college student services and resources to set educational goals.
2. Manage time effectively.
3. Utilize study skills appropriate to personal learning style and course content.

Proposed learning outcomes: 

1. Identify and apply preferred learning style.
2. Develop memory strategies and review tools.
3. Use effective reading techniques.
4. Apply note-taking strategies.
5. Employ a study schedule and strategies to manage procrastination.
6. Utilize test-taking strategies.

Reason for learning outcomes change: Refining and adding and subtracting course outcomes and content.

Current prerequisites: College-level reading and/or writing skills as defined by

Proposed prerequisites: Placement into WR 115 or RD 115 or above, or instructor

permission.

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: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu

Curriculum Request Form  
Course Description, Requisite, Learning Outcomes

Change:	Course Description, Requisites, Learning Outcomes
Current course number:	CG111C
Current course title:	Study Skills for College Learning
Current description:	This course provides students with information, techniques, strategies and skills helpful in becoming more efficient in time management, studying, listening, notetaking and taking exams. Addresses basic principals of the psychology of learning and memory as they relate to college students. Prerequisites: College-level reading and/or writing skills as defined by placement in WR 115, or RD 115, or instructor permission.
Proposed description:	Introduces information and techniques in notetaking, textbook reading, and taking exams. Develop a study schedule. Prerequisite: Placement into WR 115 or RD 115 or above, or instructor permission.
Reason for description change:	Refining, adding, and subtracting course outcomes and content
Current learning outcomes:	<ol style="list-style-type: none"><li>1. Use college student services and resources to set educational goals.</li><li>2. Manage time effectively.</li><li>3. Utilize study skills appropriate to personal learning style and course content.</li></ol>
Proposed learning outcomes:	<ol style="list-style-type: none"><li>1. Create a study schedule.</li><li>2. Apply a notetaking method.</li><li>3. Identify a textbook reading strategy.</li><li>4. Identify test-taking strategies.</li></ol>
Reason for learning outcomes change:	Refining, adding, and subtracting course outcomes and content
Current prerequisites:	College-level reading and/or writing skills as defined
Proposed prerequisites:	Placement into WR 115 or RD 115 or above, or instructor permission.
Will this impact other sacs?,is there an impact on other sacs?:	No

How other sacs may be impacted:

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

Request term: summer

Requested year: 2006

Contact name: Catherine Sills

Contact e-mail: csills@pcc.edu

Curriculum Request Form  
New Course

Course number: WLD 211

Course title: Auto Collision Repair Welding Aluminum

Transcript title: ACR Welding Aluminum

Lec/lab hours: 2

Weekly contact hours: 4

Total credits: 2

Reason for new course: To comply with college requirement of 90 credit hours for an AAS Degree.

Course description: Develops knowledge and skills with the Gas Metal Arc Welding Pulse transfer and Gas Tungsten Arc Welding processes on aluminum when performing various welds to I-CAR industry standards

Prerequisite(s): Instructor approval required

Prereq/concurrent: None

Corequisite(s): None

Learning outcomes:  
-Function Safely in the PCC Welding Laboratory.  
- Demonstrate professional work ethics.  
- Understand the principles of Gas Metal Arc Welding Pulse transfer and Gas Tungsten Arc Welding of aluminum.  
- Weld common joints to Auto Collision Industry standards using GMAW-P and GTAW on aluminum.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Elective

Is there impact on degrees or certificates: YES

Description of impact on Auto Collision Repair Program requirement for an AAS

deg/cert: degree

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

Have other sacs been contacted?: YES

Description of contact: Course was co-developed by Auto Collision Repair and Welding Technology.

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

Implementation term: Fall  
Implementation year: 2006

Contact name: Connie Christopher  
Contact e-mail: cchristo@pcc.edu

## **COURSE CONTENT OUTCOME GUIDE**

Date: April, 2006

Prepared by: Welding SACC

Course Title: Auto Collision Repair Welding Aluminum

Course Number: WLD 211

Number of Credits: 2 credits

Lec / Lab hours: 2

Weekly contact hours 4

### **COURSE DESCRIPTION FOR PUBLICATION:**

Develops knowledge and manipulative skills using the Gas Metal Arc Welding – Pulse transfer process on aluminum performing various welds to I-CAR industry standards. Covers safety, uses, nomenclature, equipment operation and set up and shut down procedures.

### **ADDENDUM TO DESCRIPTION:**

This is an outcome based course utilizing a lecture / lab format. This course includes classroom discussion, videotapes, theoretical concepts, lab demonstrations and technical skills. Course outcomes include; theoretical concepts, layout, fabrication, safety and environmental awareness, communication, computations and human relations.

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

- Function safely in the PCC Welding Laboratory
- Demonstrate professional work ethics(habits)
- Apply math and science concepts related to GMAW-P
- Understand the principles of the Gas Metal Arc Welding - Pulse process
  - Terminology
  - Equipment
  - Operation variables
  - Welding specifications
- Weld common joints in all positions on aluminum using the GMAW-P transfer.

### **OUTCOME ASSESSMENT STRATEGIES:**

The student will be assessed on his/her ability to demonstrate the development of course outcomes. The methods of assessment may include one or more of the following: oral or written examinations, quizzes, written assignments, visual inspection, welding task performance, safe work habits and work relations.

### **COURSE CONTENT:**

#### **Function safely in the PCC Welding Laboratory**

- Understand and practice personal safety by using proper protective gear
- Understand and practice power tool safety
- Understand and practice equipment safety
- Understand and maintain a safe work area
- Understand and practice fire prevention
- Access and explain the importance of Material Safety Data Sheets (MSDS)

#### **Demonstrate professional work ethics**

- Track training hours on time card

- Perform projects in accordance to specifications and procedures
- Follow directions in a positive manner
- Manage time productively
- Respect equipment and others
- Demonstrate skill in problem solving and decision making

**Apply math and science concepts related to GMAW-P**

- Demonstrate the ability to solve formulas
- Apply math order of operation rules
- Explain the purpose of Pulsing with GMAW
- Identify the types of shielding gases used for Pulsed GMAW
- Understand the principles of GMAW-P
  - Terminology
  - Variables
  - Equipment
  - Shielding gas
  - Welding specifications

**Interpret drawing and symbols to accurately layout, prepare and assemble weld joints**

- Interpret lines, symbols and verbiage on project drawing
- Layout material per drawing specification
- Assemble weld project per specification

**Weld common joints to Code Quality using GMAW – Pulse transfer on aluminum.**

- Flat position
  - Butt joint
  - Plug weld
- Horizontal position
  - Lap Joint
  - Plug Weld
- Vertical position
  - Lap Joint
  - Plug Weld
- Overhead position
  - Lap Joint
  - Plug Weld



Curriculum Request Form  
Course Number, Description, Learning Outcomes

Change:	Course Number, Course Description, Learning Outcomes
Current course number:	VP101
Proposed course number:	MM260
Current course title:	Video Production I
Proposed course title:	Video Production I
Proposed transcript title:	Video Production I
Reason for title change:	No title Change
Current description:	This course introduces students to digital video production. Through lectures, hands-on demonstrations, and exercises, students learn how to plan, shoot and edit video projects. Student work includes creating video projects, assisting with Interactive Television courses, and crewing on Distance Education and PCC client productions. Program admission required.
Proposed description:	Introduction to digital video production, with a focus on the fundamentals of project planning, basic camera functions, shooting techniques, lighting principles, and audio recording fundamentals. Pre-production issues, production terminology, and industry etiquette are also discussed, studied, and evaluated.
Reason for description change:	Overlap in curriculum between VP and MM Student need/accessibility
Current learning outcomes:	Develop a project idea and successfully realize the idea as a professional-quality finished video. Set-up and use a digital video camera at an professional entry level. Successfully light a scene using intermediate-level lighting techniques. Accomplish basic level editing on a non-linear video editing system. Work effectively as a member of a field production crew at an advanced level. Direct a client project. Identify a plan and resources for finding employment in the video industry. o professionals by being punctual, responsible, and courteous to others.
Proposed learning outcomes:	- List, describe, and explain each of the steps in a video project, from the development a project idea to the

- successfully creation of a quality finished video.
- Identify the procedures, techniques, and materials needed for planning a video production.
  - Demonstrate the use of video cameras at a basic technical level.
  - Demonstrate the use of sound recording equipment for on-camera recording.
  - Demonstrate basic editing techniques on a non-linear video editing system.
  - Demonstrate the set-up and use of video lighting equipment at a basic level.
  - Relate standards, terminology, and techniques needed for appropriate visual composition.
  - Define and describe continuity as applied to video production.
  - Identify the characteristics that allow an individual to work effectively as a member of a video production crew.
  - Describe the primary characteristics and behavior expected of video professionals related to punctuality, responsibility, and courteousness to others on the team.

Reason for learning outcomes change:

Overlap in curriculum between VP and MM Student accessibility

Proposed prerequisites:

MM130

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:

fall

Requested year:

2006

Contact name:

Beth Fitzgerald

Contact e-mail:

efitzger@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: MM 260

Current course title: Video Production I

	Current	Proposed
lecture hours:	6	

lab hours:	4.5	
------------	-----	--

Current lec/lab hours:	3	4
------------------------	---	---

Total contact hours:	4.5	6
----------------------	-----	---

Current credits:	9	4
------------------	---	---

Reason for change: Overlap in curriculum between VP and MM Student need/accessibility

Are outcomes affected?: YES

Are degrees/certs affected?: YES

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

Is there potential conflict with another sac?: YES

Impact on sacs: We are working closely between the Video Production Program and Multimedia

Implem. Term: Fall  
Implementation year, implem. Year: 2006

Contact name: Beth Fitzgerald  
Contact email: efitzger@pcc.edu

Curriculum Request Form  
Course Number, Description, Learning Outcomes, prerequisites

Change: Course Number, Course Description, Learning Outcomes

Current course number: VP102

Proposed course number: MM261

Current course title: Video Production II

Proposed course title: Video Production II

Proposed transcript title: Video Production II

Current description: This course continues with digital video production and nonlinear editing and introduces field audio recording, audio editing, and shooting and preparing video for internet distribution. Student work includes creating video and audio projects, assisting with Interactive Television courses, and crewing on Distance Education and PCC client productions.

Proposed description: Intermediate level of digital video production, continues with digital video production and nonlinear editing and incorporates field audio recording, audio editing, and shooting and preparing video for multiple distribution methods

Reason for description change: Overlap in curriculum between VP and MM Student need/accessibility

Current learning outcomes: Develop a project idea and successfully realize the idea as a high-quality finished video. Create a production packet. Set-up and use a professional field video camera at an intermediate level. Use portable audio recording equipment, including microphones, at a basic level. Accomplish intermediate-level editing on a non-linear video editing system. Be able to prepare video and audio for the internet. Understand the use of color bars, vectorscopes, and waveform monitors. Be able to calibrate an NTSC monitor. Be able to log camera/field tapes. Work effectively as a member of a field production crew at an intermediate level. Understand basic sound design concepts. Use a nonlinear audio editing program at a basic level. Successfully light a scene using basic 3-point lighting techniques . Be able to assist in the set-up and operation of the ITV (Interactive Television) videoconferencing

system at an intermediate level. Be able to troubleshoot and/or facilitate the solution of technical problems at an intermediate level during the production of an ITV course. Behave in a manner expected of video professionals by being punctual, responsible, and courteous to others.

Proposed learning outcomes:

- Develop a project idea and successfully produce the idea as a high-quality finished video.
- - Create a production packet.
- - Set-up and use professional field video recording equipment at an intermediate level.
- - Accomplish intermediate-level editing on a non-linear video editing system.
- - Be able to prepare video and audio for the Internet.
- - Understand the use of color bars, vector scopes, and waveform monitors.
- - Be able to calibrate an NTSC monitor.
- - Be able to log camera/field tapes.
- - Work effectively as a member of a field production crew at an intermediate level.
- - Understand basic sound design concepts.
- - Understand basic lighting design concepts.
- - Successfully light a scene using basic 3-point lighting techniques
- - Relate standards, terminology, and techniques needed for appropriate visual composition.
- Define and describe continuity as applied to video production.
  - Identify the characteristics that allow an individual to work effectively as a member of a video production crew.
  - Describe the primary characteristics and behavior expected of video professionals related to punctuality, responsibility, and courteousness to others on the team.

Reason for learning outcomes change:

Overlap in curriculum between VP and MM Student accessibility

Current prerequisites:

None

Proposed prerequisites:

MM199v/MM260

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:

fall

Requested year:

2006

Contact name:

Beth Fitzgerald

Contact e-mail:

efitzger@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: MM261

Current course title: Video Production II

	Current	Proposed
Lecture hours:	3	
Lab hours:	13.5	
Lec/lab hours:	3	4
contact hours:		6
credits:	9	4

Reason for change: Overlap in curriculum between VP and MM Student need/accessibility

Are outcomes affected?: YES

Are degrees/certs affected?: YES

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

Is there potential conflict with another sac?: YES

Impact on sacs: We are working closely between the Video Production Program and Multimedia

Implem. Term: Fall  
Implementation year, implem. Year: 2006

Contact name: Beth Fitzgerald  
Contact email: efitzger@pcc.edu

Curriculum Request Form  
Course Description, Requisites, Learning Outcomes

Change: Course Description, Requisites, Learning Outcomes

Current course number: BI 202

Current course title: Botany: An Introduction to the Plant Kingdom

Current description: The student will develop knowledge about plant anatomy, physiology, and particularly taxonomy with an evolutionary focus. Areas covered include mosses, ferns, conifers, and flowering plants. Recommended for students interested in agriculture, forestry, horticulture, and plants in general.  
Prerequisites: None

Proposed description: A laboratory science course designed to have students develop knowledge about plant anatomy, physiology, how humans interact with plants, and particularly taxonomy with an evolutionary focus. Areas covered include mosses, ferns, conifers, and flowering plants. Recommended for students interested in agriculture, horticulture, ethnobotany, and general botany.  
Prerequisites: Placement into Math 60 and placement into WR 115.

Reason for description change: Current description ignored the historical and cultural interactions with plants, whereas the proposed one does not. The proposed description also includes new prerequisites.

Current learning outcomes: Biology 202 students will be able to:

- \* discover and label the anatomical features of plant specimens
- \* use botanical field methods including environmentally sensitive collection of voucher specimens, tabulation of field and ecosystem data, utilization of dichotomous keys, and compilation of field collections
- \* use the scientific method including an understanding of experimental design, collecting data, and making presentations of results and conclusions
- \* analyze their individual thinking and learning styles and how their styles can be integrated with methods used in botany;
- \* discover and investigate major themes in botany/biology;
- \* apply biological principles and generalizations to novel problems;
- \* apply botanical information to their lives (personal, work, and career);



- \* develop informed positions on contemporary issues related to plants;
- \* practice communication skills.

Proposed learning outcomes: Biology 202 students will:

Develop oral and written communication skills using appropriate vocabulary to explain plant ecosystems, plant interactions, and plant classification.

Apply scientific principles in the identification, description, and study of plants.

Increase understanding of the roles of plants in human society with historical and cultural contexts.

Gain perspective of classification and evolutionary relationships among the plant phyla.

Reason for learning outcomes change:

The current outcomes were lengthy and many outcomes were not specific to this course. The proposed outcomes are specific to this course and are more concise.

Current prerequisites:

None

Proposed prerequisites:

Placement into Math 60 and placement into WR 115.

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:

fall

Requested year:

2006

Contact name:

April Ann Fong

Contact e-mail:

afong@pcc.edu

Curriculum Request Form  
Transfer List B

Current course number:	BI 202
Current course title:	Botany: An Introduction to the Plant Kingdom
Request for:	List B
Does the course rely on primary text or texts which address, analyze or comment upon the question of what it means to be human? Does it use secondary or summation materials and to what degree?:	Yes. The course uses primary and secondary summation materials that address what it means to be human in regards to our interrelationships with plants. All lectures and assignments use these materials and address this question.
Does the course focus on questions of value, ethics, belief; and does the course attempt to place such questions in a historical context?:	Yes. Botany does focus on questions of value, ethics, and belief in regards to how humans historically and currently interact with plants.
Does the course attempt an examination or analysis of the discipline to which it belongs; in other words, does the course provide students with a way of seeing the approach to the subject or subjects involved as one way among others of discussing text?:	Yes. The botany course does attempt to have students examine and analyze botany within the context of the greater scientific endeavors of humankind
Does the course attend to the role that language plays in the discipline and in ways the subject is understood and has been understood?:	Yes. Botany attends to the role of language, because botany and science have their own language that is based in historical context with ties to Aristotle, Karl Linne, Latin, and so on.
Does the course provide students with access to the thinking and feelings of the disciplines respected and acknowledged contributors? :	Yes. Botany examines the major historical and current contributors to its field.
Does the course provide students an opportunity to meaningfully interact with the texts of the discipline and with each other, through discussion and writing about the perspectives on the human condition that such texts provide?:	Yes. Botany students have many projects that require them to use the texts of the discipline, such that they can communicate (orally and written) about how humans interact with and understand plants.
Does the course and the discipline to which	Yes. This course and the discipline are built

it belongs value and seriously examine the subjective response to human experiences?:

on the biodiversity of plants on Earth and how they have interacted and influenced human culture and experiences.

Contact name:

April Ann Fong

Contact email:

afong@pcc.edu

Curriculum Request Form  
Course Title, Description, Requisites, Outcomes

Change:	Course Number, Course Title, Course Description, Requisites, Learning Outcomes
Current course number:	ENL 150
Proposed course number:	ENL 150
Current course title:	Intermediate Reading
Proposed course title:	Level 5 Reading
Proposed transcript title:	Level 5 Reading
Reason for title change:	The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community. The new title reflects the progression of the 8 levels of ESOL.
Current description:	Content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Readings from textbooks and literature. Includes use of the dictionary, finding main ideas, summarizing, inferencing, using context clues, review of prereading techniques. Study of word forms, common affixes, synonyms and antonyms. Prerequisite: ENNL placement test or instructor permission; concurrent placement in ENL 152 and 154 or higher.
Proposed description:	The fifth level of ESOL and the second of a five-course sequence that focuses on reading. Content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques. Study of word forms, common affixes, synonyms, and antonyms. Readings from textbooks and literature taught in the context of communicating in academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.
Reason for description change:	The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the

entire community.

Current learning outcomes: Read modified materials reflecting an adult sensibility. Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the materials.

Proposed learning outcomes: Read authentic and some modified materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the materials.

Reason for learning outcomes change: The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community.

Current prerequisites: ENNL Placement Test or instructor permission

Proposed prerequisites: ESOL Placement Test or instructor permission

Current prerequisites/concurrent: ENL 152 and 154 or higher

Proposed prerequisites/concurrent: ESOL Level 4 Writing and Communication or higher

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: ENL 150

Current course title: Level 5 Reading

	Current	Proposed
lecture hours:	5	4
Total contact hours:	5	4
Credits:	5	4

Reason for change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are changing the current ESL Level D integrated skills classes (9 hours/week) and the current ENNL Intermediate Level classes (15 hours/week) to each meet for 12 hours/week. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.

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: Fall  
Implementation year, implem. Year: 2006

Contact name: Dominique Millard  
Contact email: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: April 13<sup>th</sup>, 2006

**Course Number: ENL 150**

**Course Title: Level 5 Reading**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fifth level of ESOL and the second of a five-course sequence that focuses on reading. Content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques. Study of word forms, common affixes, synonyms, and antonyms. Readings from textbooks and literature taught in the context of communicating in academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.

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

Read authentic and some modified materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries, analyses, responses and presentations, and by speaking comprehensibly about the materials.

## **Outcome Assessment Strategies:**

Quizzes, tests, essays and presentations. Assessment will include previously unseen readings.

## **Course Content – Themes, Concepts, Issues**

- A. Content Comprehension
- B. Textual Analysis
- C. Critical Thinking Skills
- D. Study Skills
- E. Language Analysis

## **Competencies and Skills**

### **A. Content Comprehension**

1. Identify topics, main ideas and supporting details.
2. Identify rhetorical styles including narration, description and expository styles, such as cause and effect.
3. Correlate information from multiple sources for oral or written response.

### **B. Textual Analysis**

1. Identify paragraph and essay organizational structures in unabridged and modified literature, academic texts, essays, and newspaper and magazine articles.
2. Identify rhetorical features, such as plot, setting, character, theme, point of view, and narrative and descriptive techniques.
3. Interpret basic maps, tables, graphs, and figures and their relationship to ideas in the texts.

### **C. Critical Thinking Skills**

1. Make logical inferences, predictions, and connections.
2. Relate readings to personal needs and experiences.
3. Avoid plagiarism.

### **D. Study Skills**

1. Read, understand, and follow directions.
2. Use previewing techniques including tables of content, indexes, and glossaries.
3. Use note-taking techniques including outlining.
4. Use skimming and scanning to find specific information.
5. Develop questions based on readings.
6. Work in groups to define, analyze, and solve problems.
7. Use a monolingual, adult ESL dictionary of American English and other references.
8. Use the Internet to conduct research.
9. Read for comprehension under time constraints.
10. Participate in a library orientation.

### **E. Language Analysis**

1. Identify the structures found in authentic and modified adult readings and understand their functions there. Structures include subjects and verbs, clauses, phrases, connectors and pronoun references.
2. Identify, understand, and apply knowledge of vocabulary items and their word families, word forms, and common prefixes and suffixes in new contexts. Use context clues with new vocabulary.



Curriculum Request Form  
Course Title, Description, Requisite, Outcomes

Change: Course Number, Course Title, Course Description, Requisites, Learning Outcomes

Current course number: ENL 152

Current course title: Intermediate Writing

Proposed course title: Level 5 Writing

Proposed transcript title: Level 5 Writing

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community. The title reflects the progression through the 8 ESOL Levels.

Current description: Introduction to the writing process. Descriptive, narrative, and process paragraphs; introduction to comparison/contrast. Review of basic grammar, (including present simple and continuous, past simple and continuous, and future tenses) sentence patterns, capitalization, punctuation, spelling patterns; introduction to present perfect, adverb clauses of time. Prerequisites: ENNL placement test; or instructor permission; concurrent placement in ENL 150 and 154 or higher.

Proposed description: The fifth level of ESOL and the second of a 5-course sequence that focuses on writing. Review of the writing process and introduction to the essay. Descriptive, narrative, process and comparative/contrast. Review of basic grammar. Introduction to present perfect, gerunds and infinitives, and adverbial clauses. Writing and grammar taught in the context of communicating in academic and adult life roles. Prerequisites: ENNL placement test; or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication, or higher.

Reason for description change: The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community.

Current learning outcomes: Write a clear, well-developed three-paragraph essay with

a separate introduction and conclusion.

Proposed learning outcomes: Upon completing Level 5 Writing, students will be able to use the English language to communicate as related to roles as family member, community member, workers, life long learner, college student, and citizen. Write a clear, well-developed three-paragraph essay with a separate introductory paragraph with thesis statement, body paragraph and concluding paragraph.

Reason for learning outcomes change: The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community.

Current prerequisites: ENNL placement test or instructor permission

Proposed prerequisites: ESOL placement test or instructor permission

Current prerequisites/concurrent: ENL 150 & 154 or higher

Proposed prerequisites/concurrent: ESOL Level 4 Reading and Communication or higher

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: ENL 152

Current course title: Level 5 Writing

	Current	Proposed
Current lecture hours:	5	4

Total contact hours:	5	4
----------------------	---	---

Current credits:	5	4
------------------	---	---

Reason for change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are changing the current ESL Level D integrated skills classes (9 hours/week) and the current ENNL Intermediate Level classes (15 hours/week) to each meet for 12 hours/week. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.

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: Fall

Implementation year, implem. Year: 2006

Contact name: Dominique Millard

Contact email: dmillard@pcc.edu

## **ESOL 5 Writing**

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

Date: April 14, 2005

**Course Number: ENL 152**

**Course Title: Level 5 Writing**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes co-op, practicum or clinical): 0

Number of Weeks: 11/12

Special Fees: None

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

The fifth level of ESOL and the second of a 5-course sequence that focuses on writing. Review of the writing process and introduction to the essay. Descriptive, narrative, process and comparative/contrast. Review of basic grammar. Introduction to present perfect, gerunds and infinitives, and adverbial clauses. Writing and grammar taught in the context of communicating in academic and adult life roles. Prerequisites: ENNL placement test; or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication, or higher.

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

Upon completing Level 5 Writing, students will be able to use the English language to communicate as related to roles as family member, community member, workers, life long learner, college student, and citizen.

Write a clear, well-developed three-paragraph essay with a separate introductory paragraph with thesis statement, body paragraph and concluding paragraph.

#### **Outcome Assessment Strategies:**

Write a minimum of four compositions using the four rhetorical styles, with a minimum of 2 drafts each. These compositions will include:

1. satisfactory in-class and out-of-class paragraphs
2. satisfactory in-class and out-of-class essays

\*\*explanation of "satisfactory" attached in Addendum at the end.

## **Course Content – Themes, Concepts and Issues**

### **A. Grammar Review and Instruction**

1. Phrases and Clauses
2. Verbs and Related Structures
3. Other Parts of Speech
4. Mechanics

### **B. Writing Process**

### **C. Rhetorical Styles**

### **D. Critical Thinking Skills**

## **Competencies and Skills**

### **A. Grammar Review and Instruction**

#### **1. Phrases and Clauses**

- a. recognize and use basic sentence patterns
- b. use simple and compound sentences competently; begin to use complex sentences
- c. recognize and begin to use adverb clauses recognize and begin to
- d. prepositional and transitional phrases
- e. recognize comma splices, run-ons, and fragments

#### **2. Verbs and Related Structures**

- a. use simple present, simple past, simple future, present continuous, and past continuous, including yes/no and wh- questions
- b. use irregular past tense verbs competently
- c. use modals in the present and future competently
- d. use two-word verbs and phrases
- e. use present perfect, present perfect continuous; transitive, intransitive and linking verbs
- f. use gerunds and infinitives

#### **3. Other Parts of Speech**

- a. use adverbs of place, time, frequency, and intensity, coordinating conjunctions, count and non-count nouns, comparative and superlative adjectives, adjectives of quantity, and articles with common nouns competently
- b. recognize and begin to use possessive, indefinite, reflexive pronouns; adjectives of quantity; and adverbs of contrast

#### **4. Mechanics**

- a. use basic punctuation (periods, commas, question marks, and quotation marks)
- b. use capitalization, margins, and paragraph indentation
- c. use spelling rules and common spelling patterns

## B. The Writing Process

1. use prewriting skills, including brainstorming, group discussion of topics, narrowing a topic, and outlining
2. revise and edit multiple drafts, understanding error correction symbols and using self- and peer-editing strategies
3. organize paragraphs correctly, using topic sentences, supporting details and examples, coherence and unity
4. use correct format for papers

## C. Rhetorical Styles

1. competently use the following rhetorical styles in paragraphs: narration in the past, present, or future, description (person or place), process, and comparison /contrast

## D. Critical Thinking Skills

1. use supplemental readings, including authentic materials, to obtain ideas and vocabulary for writing assignments
2. avoid plagiarism
3. distinguish between narration, description, and expository writing
4. identify topics of equal class for comparison or contrast
5. develop and awareness of audience and purpose
6. distinguish between relevant and irrelevant information

## **Addendum: Explanation of Satisfactory Compositions**

A satisfactory paragraph includes the following:

1. selection of a topic worthy of adult communication
2. originality with awareness of audience
3. adequate paragraph development
4. appropriate topic sentence
5. a concluding sentence
6. seventy percent grammatical accuracy in these areas: verb tense, verb form, run-ons, fragments, agreement, word form, word choice, and word order: grammatical errors in other areas should not interfere with intelligibility
7. level and audience-appropriate vocabulary
8. level-appropriate transitions
9. sentence variety

A satisfactory essay includes all of the paragraph criteria and the following:

1. an introductory paragraph with a clear thesis statement
2. a body paragraph
3. a concluding paragraph

In addition to the above general criteria, the following specific criteria will be used:

A satisfactory in-class composition:

1. is one page handwritten double-spaced
2. includes development that is at least 70 percent as thorough as satisfactory out-of-class paragraph

A satisfactory out-of-class composition:

1. paragraph: is the equivalent of half a typed double-spaced page
2. essay: is the equivalent of three-quarters of a typed double-spaced page

Curriculum Request Form  
Course Title, Description, Requisites

Change:	Course Number, Course Title, Course Description, Requisites
Current course number:	ENL 154
Current course title:	Intermediate Communication
Proposed course title:	Level 5 Communication
Proposed transcript title:	Level 5 Communication
Reason for title change:	The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community. The title reflects the progression through the 8 ESOL Levels.
Current description:	Identification and production of English consonants and vowels; common sound substitutions; stress and intonation. Listening comprehension and discussion skills. Public speaking, including prepared speeches with written outlines on academic topics. Prerequisite: ENNL placement test; concurrent placement in ENL 150 and 152 or higher.
Proposed description:	The fifth level of ESOL and the second of a five-course sequence that focuses on communication. Identification and production of English consonants and vowels; common sound substitutions; stress and intonation. Listening comprehension and discussion skills. Public speaking, including at least one prepared speech with written outline on an academic topic. Communication taught in the context of communicating in academic and adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.
Reason for description change:	The current ESL and ENNL Departments are being combined into one ESOL Department. We want our program to be seamless and clearly understood by the entire community.
Current prerequisites:	ENNL placement test or instructor permission
Proposed prerequisites:	ESOL placement test or instructor permission



Current prerequisites/concurrent: ENNL 150 & 152 or higher

Proposed prerequisites/concurrent: ESOL Level 4 Reading and Writing or higher

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Contact/Credit Hour Change

Current course number: ENL 154

Current course title: Level 5 Communication

	Current	Proposed
lecture hours:	5	4

Total contact hours:	5	4
----------------------	---	---

Current credits:	5	4
------------------	---	---

Reason for change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are changing the current ESL Level D integrated skills classes (9 hours/week) and the current ENNL Intermediate Level classes (15 hours/week) to each meet for 12 hours/week. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.

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: Fall  
Implementation year, implem. Year: 2006

Contact name: Dominique Millard  
Contact email: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: March 23, 2006

**Course Number: ENL 154**

**Course Title: Level 5 Academic Communication**

Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of Weeks: 11/12

Special Fees: None

## Course Description for Publication:

Identification and production of English consonants and vowels; common sound substitutions; stress and intonation. Listening comprehension and discussion skills. Public speaking, including at least **ONE** prepared speech with written outline on an academic topic. Prerequisite: **ESOL** placement test or instructor permission; concurrent placement in **ESOL Level 4 Reading and Writing** or higher.

## Intended Outcome(s) for the Course:

Student is able to comprehend and communicate in complete sentences in an academic setting and can be understood, with some repetition, by native speakers.

## Outcome Assessment Strategies:

1. Present a minimum of **ONE** satisfactory extemporaneous (prepared) informative public speech on a level-appropriate academic topic
2. Be introduced to the framework (complete-sentence speech outline) for direct speaking (as opposed to indirect speaking) and apply it to written and speaking assignments
3. Develop listening skills by taking notes and asking questions during class discussions, lectures, and student speeches. Such activities should be assessed and feedback shared with students.
4. Complete written assignments to show understanding of communication skills & concepts
5. Be introduced to the International Phonetic Alphabet (IPA) in pronunciation strategies
6. Evaluate their own and peers' speeches.

## Course Content - Themes, Concepts, Issues

- A. Consonants, Vowels, Stress and Intonation
- B. Grammar and Vocabulary
- C. Critical Thinking Skills
- D. Public Speaking, Conversation and Discussion
- E. Listening Comprehension

## F. Verbal and Non-Verbal Communication

### Competencies and Skills

#### A. Consonants, Vowels, **Reductions**, Stress and Intonation

1. pronounce word endings
2. recognize **personal language-specific sound substitutions**
3. understand **and use** stress patterns in relation to the meaning
4. understand and use intonation patterns
5. identify and orally produce all of the sounds in the IPA (consonants, vowels, diphthongs)
6. use the IPA to improve speaking skills

#### B. Grammar and Vocabulary

1. choose appropriate words and word forms
2. develop use of idioms and two-word verbs
3. recognize and use correct word order most of the time
4. recognize and use verbs and modals in the past, present, and future
5. use question and negative forms correctly
6. use articles, helping verbs, and prepositions

#### C. Critical Thinking Skills

1. use supplemental or textbook readings, **or internet** to obtain ideas and vocabulary for speaking assignments
2. avoid plagiarism
3. develop an awareness of audience and purpose
4. distinguish between relevant and irrelevant information
5. **utilize information learned in class for interviews and surveys of others outside of class**

#### D. Public Speaking

1. **give short, informal group presentations with guided peer feedback**
2. give **ONE** or more satisfactory\* informative extemporaneous (prepared) speech on level-appropriate academic topic.

Includes:

1. **maximum** (approximate) **THREE**-minute time limit
2. includes:
  - selection and narrowing of an academic topic
  - research
  - two speech outlines (preparation outline and presentation outline) for each speech
    - a) **preparation outline** (complete-sentence speech outline with **introduction** that includes attention-getting material, specific purpose statement, pre-summary; **body** with developed main points, supporting materials, citations,

transitional statements, internal summaries; **conclusion** including summary of main points and concluding statement; and **bibliography**.) This outline must be turned in to the instructor and may not be used during the actual speech presentation.

b) **presentation or speaking outline** (usually no more than three index cards with key words and delivery prompts such as “smile” or “pause here”) may be used during presentation and must also be turned in to the instructor.

- appropriate delivery (delivery includes **nonverbal skills**, voice projection, direct eye contact, facial expressions, posture and stance appropriate to public speaking) with focus on the **audience** (speaker).
- leading class discussion at the end of the speech, exhibiting knowledge of subject of speech

\* see explanation of satisfactory speeches below

#### E. Listening Comprehension and Note-taking

1. understand main ideas and important details of oral presentations and conversations
2. distinguish between vowel and consonant sounds in minimal pairs and sentences **and use correctly in speech**

#### F. Verbal and Non-Verbal Communication

1. (begin to) initiate questions without being prompted
2. participate by contributing and connecting ideas
3. (begin to) develop strategies to achieve intelligibility
4. answer questions raised by the audience

#### Explanation of Satisfactory Speeches

- A. speech contains grammar and vocabulary appropriate to the audience and topic
- B. speech is in complete sentences with generally correct word order
- C. speech can be understood with some repetition by a native speaker

#### **(Delete below)**

(SUGGESTED GRADING: 40% delivery, 20% outline, 40% follow-up discussion (including listening comprehension))

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 160

Current course title: Upper Intermediate Reading

Proposed course title: Level 6 Reading

Proposed transcript title: Level 6 Reading

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: Fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 162

Current course title: Upper Intermediate Writing

Proposed course title: Level 6 Writing

Proposed transcript title: Level 6 Writing

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: Fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 164

Current course title: Upper Intermediate Communication

Proposed course title: Level 6 Communication

Proposed transcript title: Level 6 Communication

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: Fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu



Curriculum Request Form  
Course Title Change

Change:	Course Title
Current course number:	ENL 250
Current course title:	Advanced Reading
Proposed course title:	Level 7 Reading
Proposed transcript title:	Level 7 Reading
Reason for title change:	The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.
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:	fall
Requested year:	2006
Contact name:	Dominique Millard
Contact e-mail:	dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 252

Current course title: Advanced Writing

Proposed course title: Level 7 Writing

Proposed transcript title: Level 7 Writing

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 254

Current course title: Advanced Communication

Proposed course title: Level 7 Communication

Proposed transcript title: Level 7 Communication

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

change: Course Title

current course number: ENL 260

current course title: Upper Advanced Reading

proposed course title: Level 8 Reading

proposed transcript title: Level 8 Reading

reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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

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

request term: fall

requested year: 2006

contact name: Dominique Millard

contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 262

Current course title: Upper Advanced Writing

Proposed course title: Level 8 Writing

Proposed transcript title: Level 8 Writing

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
Course Title Change

Change: Course Title

Current course number: ENL 264

Current course title: Upper Advanced Communication

Proposed course title: Level 8 Communication

Proposed transcript title: Level 8 Communication

Reason for title change: The current ESL and ENNL Departments are being combined into one ESOL Department. We are renaming our courses to show a clear progression through the 8 levels. We want the new program to be seamless and clearly understood by the entire community.

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: fall

Requested year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

Curriculum Request Form  
New Course

Course number: ESOL 40

Course title: Level 4 Reading

Transcript title: Level 4 Reading

Lecture hours: 4

Weekly contact hours: 4

Total credits: 4

Reason for new course: The current ESL and ENNL Departments are being combined into one ESOL Department. We are changing from 9 hours of integrated skills to three four-credit separate skill classes. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.

Course description: The fourth level of ESOL and the first of a five-course sequence that focuses on reading: content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques, study of word forms, common affixes, synonyms and antonyms. Readings from textbooks and literature taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.

Prerequisite(s): ESOL placement test or instructor permission

Prereq/concurrent: placement into ESOL Level 4 Writing and Communication or higher

Corequisite(s): None

Learning outcomes: Read modified and some authentic materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries and responses, and by speaking comprehensibly about the materials.

Course format: On Campus

Are there similar courses existing: NO

Description of existing courses:

Required or elective: Required

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: Fall

Implementation year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu



# Course Content and Outcome Guide

Date: April 17<sup>th</sup>, 2006

**Course Number: ESOL 40**

**Course Title: Level 4 Reading**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week (excludes coop, practicum, or clinical): 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fourth level of ESOL and the first of a five-course sequence that focuses on reading: content comprehension, textual analysis, critical thinking skills, study skills, and language analysis. Using the dictionary, finding main ideas, summarizing, inferencing, using context clues, reviewing prereading techniques, study of word forms, common affixes, synonyms and antonyms. Readings from textbooks and literature taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Writing and Communication or higher.

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

Read modified and some authentic materials appropriate for adults. Demonstrate understanding by writing clear, well-developed summaries and responses, and by speaking comprehensibly about the materials.

## **Outcome Assessment Strategies:**

Quizzes, tests, and written responses. Assessment will include previously unseen readings.

## **Course Content – Themes, Concepts, Issues**

- A. Content Comprehension
- B. Textual Analysis
- C. Critical Thinking Skills
- D. Study Skills
- E. Language Analysis

## **Competencies and Skills**

### **A. Content Comprehension**

1. Identify topics, main ideas, and supporting details.
2. Understand the difference between narration and other organization types, such as compare/contrast.

### **B. Textual Analysis**

1. Identify paragraph and essay organizational structures in unabridged and modified literature, and newspaper and magazine articles.
2. Interpret basic maps, tables, graphs, and figures and their relationship to the main ideas in texts.

### **C. Critical Thinking Skills**

1. Make logical inferences, predictions, and connections.
2. Relate readings to personal needs and experiences.
3. Avoid plagiarism.

### **D. Study Skills**

1. Read, understand, and follow directions.
2. Use previewing techniques including tables of content, indexes, and glossaries.
3. Use skimming and scanning to find specific information.
4. Make effective marginal notes and other markers to assist comprehension.
5. Develop questions based on readings.
6. Work in groups to define, analyze, and solve problems.
7. Begin to use a monolingual, adult ESL dictionary of American English and other references.
8. Use the Internet to gather information.
9. Read for comprehension under time constraints.

### **E. Language Analysis**

1. Identify the structures found in authentic and modified adult readings and understand their functions there. Structures include subjects and verbs, passive voice, clauses, phrases, pronoun references, and connectors (including coordinators, subordinators, and transitions).
2. Identify, understand, and apply knowledge of vocabulary items and their word families, word forms, and common prefixes and suffixes in new contexts. Use context clues with new vocabulary.

Curriculum Request Form  
New Course

Course number: ESOL 42

Course title: Level 4 Writing

Transcript title: Level 4 Writing

Lecture hours: 4

Load total: .068

Weekly contact hours: 4

Total credits: 4

Reason for new course: The current ESL and ENNL departments are being combined into one ESOL department. This level is changing from 9 hours of integrated skills to three four-credit separate skill classes. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.

Course description: The fourth level of ESOL and the first of a five-course sequence that focuses on writing. Students develop intermediate writing skills. Introduction to the writing process. Descriptive and narrative paragraphs, authentic forms and formal letters. Review of basic grammar. Present perfect, present perfect continuous, and past continuous. Writing and grammar taught in the context of communicating in adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Communication or higher.

Prerequisite(s): ESOL placement test or instructor permission

Prereq/concurrent: Placement into Level 4 Reading and Communication or higher

Corequisite(s): None

Learning outcomes: Upon completing Level 4 Writing students will be able to use the English language to communicate as related to roles as family member, community member, worker, lifelong learner and citizen. They will be able to do the following:  
Write a clear, well-developed paragraph with a topic sentence and supporting statements.  
Demonstrate the ability to fill out an authentic form.  
Write a formal letter.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

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: Fall

Implementation year: 2006

Contact name: Dominique Millard

Contact e-mail: dmillard@pcc.edu

# Course Content and Outcome Guide

Date: April 13<sup>th</sup>, 2006

**Course Number: ESOL 42**

**Course Title: Level 4 Writing**

Optional Credit Hours: 4

Lecture Hours per Week: 4

Lecture/Lab Hours per Week: 0

Lab Hours per Week: 0

Number of weeks: 11/12

Special Fees: None

## **Course Description for Publication:**

The fourth level of ESOL and the first of a five-course sequence that focuses on writing. Introduction to the writing process. Descriptive and narrative paragraphs, authentic forms, and formal letters. Review of basic grammar. Introduction to present perfect, present perfect continuous, and past continuous. Writing and grammar taught in the context of communicating in adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Communication or higher.

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

Upon completing Level 4 Writing students will be able to use the English language to communicate as related to roles as family member, community member, worker, lifelong learner and citizen. They will be able to do the following:

- Write a clear, well-developed paragraph with a topic sentence and supporting statements.
- Demonstrate the ability to fill out an authentic form.
- Write a formal letter.

## **Outcome Assessment Strategies:**

Performance tasks at this level include:

Write a minimum of the following (with at least one written in class):

- One narrative paragraph (two drafts)
- One descriptive paragraph (two drafts)
- One formal letter (two drafts)

*(See addendum: Explanation of Satisfactory Compositions)*

## **Course Content**

- A. Grammar Review and Instruction
  - Phrase and Clauses
  - Verbs and Related Structures
  - Other Parts of Speech
  - Mechanics
- B. Writing Process
- C. Rhetorical Styles
- D. Critical Thinking Skills

## **Competencies and Skills**

### **A. Grammar**

- 1. Phrases and Clauses
  - a. recognize and use basic sentence patterns competently
  - b. use simple and compound sentences; recognize and begin to use complex sentences competently
- 2. Verbs and Related Structures
  - a. use simple present, simple past, past with “used to,” future with “going to,” future with “will,” present continuous, past continuous
  - b. use irregular past tense verbs competently
  - c. use yes/no and “wh-“ questions
  - d. use modals (possibility, necessity, advice) in the future and present competently
  - e. use there is/there are competently
  - f. recognize and begin to use two-word verbs
  - g. recognize and begin to use present perfect, present perfect continuous
- 3. Other Parts of Speech
  - a. use subject and object pronouns; adverbs of place, time, frequency and intensity; coordinating conjunctions; count and non-count nouns; comparative and superlative adjectives; adjectives of quantity; and articles with common nouns competently
  - b. recognize and begin to use possessive and indefinite pronouns
- 4. Mechanics
  - a. identify and use capitalization, margins, and paragraph indentations
  - b. recognize and use spelling rules and common spelling patterns
  - c. use basic punctuation (periods, commas, question marks, quotation marks)

## **B. The Writing Process**

1. use prewriting skills, including brainstorming, group discussion of topics, narrowing a topic, and outlining
2. revise and edit a draft, understanding error correction symbols and using self- and peer-editing strategies
3. organize a paragraph correctly, using a topic sentence, supporting details and examples, coherence and unity
4. use correct format for a letter and a paragraph

## **C. Rhetorical Styles**

competently use the following rhetorical styles in paragraphs: narration and description

## **D. Critical Thinking Skills**

1. use supplemental readings, including authentic materials, to obtain ideas and vocabulary for writing assignments
2. avoid plagiarism
3. distinguish between narration and description
4. develop an awareness of audience and purpose
5. distinguish between relevant and irrelevant information

**Addendum:  
Explanation of Satisfactory Compositions**

**A satisfactory paragraph includes the following:**

- 1..selection of a topic worthy of adult communication
2. originality with awareness of audience
3. adequate paragraph development
4. appropriate topic sentence
5. 70% grammatical accuracy in these areas: verb tense, verb form agreement, word form, word choice, and word order; grammatical errors in other areas should not interfere with intelligibility
6. level- and audience-appropriate vocabulary
7. level-appropriate transitions
8. sentence variety

**A satisfactory in-class composition:**

1. is one page, handwritten double-spaced
2. includes development that is at least 70% as thorough as satisfactory out-of-class paragraph

**A satisfactory out-of-class composition** is the equivalent of half a typed double-spaced page.



Curriculum Request Form  
New Course

Course number:	ESOL 44
Course title:	Level 4 Communication
Transcript title:	Level 4 Communication
Lecture hours:	4
Load total:	.068
Weekly contact hours:	4
Total credits:	4
Reason for new course:	The current ESL and ENNL departments are being combined into one ESOL department. At this level, we are changing from 9 hours of integrated skills to three four-credit separate skill classes. The purpose of this redesign is to enable more students to move successfully from Level 4 into Level 5 and ultimately into LDC and PTE programs.
Course description:	The fourth level of ESOL and the first of a five-course sequence that focuses on communication. Identification and production of English stress and intonation; certain vowels and consonants; reductions. Listening comprehension for main idea and important details, grammatical structures, questions, and key vocabulary words. Discussion skills. Speaking using important language functions including asking for clarification, agreeing, and negotiating meaning. Short, prepared presentation. Communication taught in the context of communicating in adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.
Prerequisite(s):	ESOL placement test or instructor permission
Prereq/concurrent:	Placement into ESOL Level 4 Reading and Writing or higher
Corequisite(s):	None
Learning outcomes:	Student is able to comprehend and communicate in a variety of settings and can be understood with some repetition by native speakers.

Course format: On Campus

Are there similar courses existing: NO

Required or elective: Required

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: Fall  
Implementation year: 2006

Contact name: Dominique Millard  
Contact e-mail: dmillard@pcc.edu

## **Course Content and Outcome Guide**

Date: 4/17/06

**Course Number: ESOL 44**

**Course Title: Level 4 Communication**

Optional Credit Hours: 4

Lecture Hours per week: 4

Number of weeks: 11/12 weeks

Special Fee: None

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

The fourth level of ESOL and the first of a five-course sequence that focuses on communication. Identification and production of English stress and intonation; certain vowels and consonants; reductions. Listening comprehension for main idea and important details, grammatical structures, questions, and key vocabulary words. Discussion skills. Speaking using important language functions including asking for clarification, agreeing, and negotiating meaning. Short, prepared presentation. Communication taught in the context of adult life roles. Prerequisite: ESOL placement test or instructor permission; concurrent placement in ESOL Level 4 Reading and Writing or higher.

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

Student is able to comprehend and communicate in a variety of settings and can be understood with some repetition by native speakers.

### **Outcome Assessment Strategies:**

1. Present a minimum of one satisfactory prepared informative, public speech on a level-appropriate topic
2. Use a topic outline to deliver a presentation.
3. Demonstrate comprehension by listening for specific information, taking notes, and asking and answering questions
4. Complete written assignments to show understanding of communication skills & concepts
5. Conduct brief oral interviews and surveys to gather information and summarize results in class
6. Perform skits utilizing language functions, pronunciation skills, and new vocabulary

### **Course Content - Themes, Concepts, Issues**

- A. Stress, Intonation, Reductions, Consonants, Vowels,
- B. Grammar and Vocabulary
- C. Critical Thinking Skills
- D. Group presentations, Conversation, and Discussion
- E. Listening Comprehension
- F. Verbal and Non-Verbal Communication

### **Competencies and Skills**

- A. Stress, Intonation, Reductions, Consonants, and Vowels

1. pronounce word endings
2. recognize common sound substitutions
3. recognize common reductions
4. understand and use stress patterns in relation to the meaning
5. understand and use intonation patterns
6. identify syllables

## B. Grammar and Vocabulary

1. choose appropriate words and word forms
2. understand common idioms and two-word verbs
3. recognize and use correct word order most of the time
4. recognize and use verbs and modals in the past, present, and future
5. use question, negative forms, and tag questions correctly
6. listen for grammatical structures and key vocabulary

## C. Critical Thinking Skills

1. use supplemental or textbook readings, or internet to obtain ideas and vocabulary for speaking assignments
2. utilize information learned in class for interviews and surveys of others outside of class
3. avoid plagiarism
4. distinguish between formal and informal speech

## D. Public Speaking

1. give one or more informative prepared speech on level-appropriate topics.

Includes:

1. two-three minute time limit
2. gathering information
3. one topical speech outline
  - a) preparation outline: topical outline with introduction, main points of speech, and a conclusion. This outline must be turned in to the instructor and copied for the class and may not be used during the actual speech presentation.
  - b) presentation cards with topical key words may be used in the extemporaneous group presentation. These are also turned in to the instructor after the presentation.
    - appropriate delivery: delivery includes nonverbal skills, voice projection, direct eye contact, facial expressions, posture and stance appropriate to a presentation with focus on the audience, not the visual aids
    - answer questions from the audience at the conclusion of the presentation

## E. Listening Comprehension and Note-taking

1. understand and record main ideas of oral presentations and conversations
2. understand English stress, intonation, and reduction patterns

## F. Verbal and Non-Verbal Communication

1. begin to initiate questions
2. begin to develop strategies to achieve intelligibility
3. answer questions raised by the audience
4. negotiate meaning









outcomes change: Educations Seminar, to be more consistent with the college's other seminar numbering.

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: Fall

Requested year: 2006

Contact name: Nancy Pitzer  
Contact e-mail: npitzer@pcc.edu