



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Willows Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

1.1. The College and School District entered into the CCAP Agreement on **July 1, 2021**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22 & 9/14/22
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1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/5/21	Appendix: 8/4/22 & 9/1/22
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2. POINTS OF CONTACT

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Dual Enrollment Program Administrator
Telephone:	(530)893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Julie Soeth	Title:	Administrative Assistant
Telephone:	934-6600	Email:	jsoeth@willowsunified.org

3. STUDENT SELECTION

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 305	TOTAL PROJECTED FTES: 30.5
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COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Agriculture Business	AB 26	FA22	1	8:30-3:30	M-F	S. Alves	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Intro to Animal Science	AGS 40	FA22	1	8:30-3:30	M-F	K. Jones	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Careers in Agriculture, ES, NR	AB 20	SP23	3	8:30-3:30	M-F	S. Alves	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Medical Terminology	ALH 104	SP23	1	8:30-3:30	M-F	T. Torres	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Critical Six Soft Skills in Healthcare	ALH 6	SP23	1	8:30-3:30	M-F	D. Keolanui	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Career, Education & Life Choices	CLP 101	SP23	4	8:30-3:30	M-F	V. Prickett	<input checked="" type="checkbox"/> HS	<input checked="" type="checkbox"/> HS
Cultural Anthropology	ANTH 4	FA22	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Reading & Composition	ENGL 2	FA22	1	8:30-3:30	M-F	H. Patience	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Reading & Composition	ENGL 2	FA22	1	8:30-3:30	M-F	Z. Vincent	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Magic, Witchcraft, Religion	ANTH 13	SP23	1	8:30-3:30	M-F	S. Frawley	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Public Speaking	CMST 2	SP23	1	8:30-3:30	M-F	A. Oelrichs	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Intro to Literature	ENGL 4	SP23	1	8:30-3:30	M-F	H. Patience	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS
Intro to Literature	ENGL 4	SP23	1	8:30-3:30	M-F	Z. Vincent	<input checked="" type="checkbox"/> CC	<input checked="" type="checkbox"/> HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Intro to Agriculture Business	Online Curriculum	\$0	None	\$0
Intro to Animal Science	Modern Livestock & Poultry Production	\$0	None	\$0
Careers in Agriculture, ES, NR	Online Education	\$0	None	\$0
Medical Terminology	Intro to Medical Terminology	\$0	None	\$0
Critical Six Soft Skills in Healthcare	Health Careers Today	\$0	None	\$0
Career, Education & Life Choices	Career Choices and Changes	\$0	None	\$0
Cultural Anthropology	No textbook needed	\$0	None	\$0
Reading & Composition	No textbook needed	\$0	None	\$0
Reading & Composition	Novel: There, There by Tommy Orange	\$0	None	\$0
Magic, Witchcraft, Religion	No textbook needed	\$0	None	\$0
Public Speaking	No textbook needed	\$0	None	\$0
Intro to Literature	No textbook needed	\$0	None	\$0
Intro to Literature	Novel: The Nickel Boys by Colson Whitehead	\$0	None	\$0

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **\$400.00 per completed section.**
- 6.2. The College will pay School District for each School District instructor attending the College’s Dual Enrollment Orientation and Training as follows: **\$100.00 per instructor.**
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
WHS	7	M-F	8:30-3:30
WHS	601	M-F	8:30-3:30
WHS	303	M-F	8:30-3:30
WHS	304	M-F	8:30-3:30
WHS	201	M-F	8:30-3:30
WHS	601	M-F	8:30-3:30
WHS	303	M-F	8:30-3:30

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

WILLOWS UNIFIED SCHOOL DISTRICT

By: _____
 (Signature of person authorized to execute Appendix on behalf of College.)

By: _____
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: Andrew B. Suleski

Name: Emmett Koerperich

Title: Vice President for Administration

Title: Superintendent

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):	CCAP APPENDIX – Chico High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount:	\$4,900	(11@400=\$4,400, 5@100=\$500)	
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		Purchase Order Number:			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

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

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The role and organization of the agribusiness	
a. The place of agribusiness in California, United States, and the global economy	
b. Types of agribusiness	
c. The organization of an agribusiness	8.50
d. Types of business structure	
e. Managing the agribusiness	
Management	
a. Planning	
b. Leading	8.50
c. Organizing	
d. Controlling	
Managerial Problem Solving in Agriculture	
a. Diagnosis of the situation	
b. Generating alternative	
c. Evaluating alternatives	8.50
d. Selecting the best alternative	
e. Implementing the alternative	
f. Evaluation of results	
Financial Management and Control of Agribusiness	
a. General business economics	8.50
b. Overview of financial statements	

- Human Resource Management
a. The role of the agriculture manager
b. Agriculture employee motivation
c. Team and team building
d. Labor relations

Business Land and Ethics in Agriculture

- a. Agriculture values
b. Agriculture business ethnics
c. Personal values
d. Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
2. Interview an individual currently working in your proposed field of employment. Write a two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth*. 9780367341947.

Methods of Instruction

- A. Group Discussions
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Short papers
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021



Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered. (C-ID AG-AS 104).

Objectives

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

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction to animal agriculture	4.00
a. Career opportunities	
b. Importance of domestic animals to the world and to the United States	
c. Economic importance of animal agriculture	
d. Animal contributions to human needs	
e. Ethnic and cultural contributions to animal domestication	
Unique adaptations of various species	
a. Natural selection vs artificial selection	
b. Meat animal use and production	
c. Fiber production	4.00
d. Dairy production	
e. Recreational and companionship use of animals	
Anatomy and physiology	
a. Identification of external anatomy for various species	3.00
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	
Animal reproduction	
a. Animal breeding systems	
b. Reproductive management and technology	3.00
c. Fertility assessment	

Genetics	
a. Introduction and review of genetic principles	
b. Gene modification and genetic interactions	
c. Genetic improvement and variation	
d. Inheritance and population genetics	
Nutrition	
a. Classes of nutrients	
b. Feed identification and composition	3.00
c. Livestock feeding management practices	
Animal behavior (ethology)	
a. Behavioral characteristics	
b. Animal handling and safety	3.00
c. Conditioning	
Animal health	
a. Biosecurity	
b. Vital Signs	3.00
c. Indications of health vs disease	
d. Common diseases	
The scientific method	
a. Research in animal agriculture	
b. Developing a research model	3.00
c. Humane treatment of research animals	
Issues affecting animal agriculture	
a. Animal welfare issues	
b. Advances in biotechnology	
c. Governmental and environmental concerns	5.00
d. Food safety	
e. Public policy and consumer awareness	
Total Hours:	34.00

Lab

<u>Topics</u>	<u>Lab Hrs</u>
Beef and Dairy	3.00
Sheep and Swine	3.00
Meats lab, safety and processes	3.00
Grocery store - meat, cheese, butter, ice cream	3.00
Purebred Beef - Expected Progeny Differences (EPD)	3.00
Commerical cattle operation - weaning, castration	3.00
Dairy farm - production cycle	3.00
Milk processing - cheese plant	3.00
Sheep - lambing and handling	3.00
Purebred Sheep - production cyle	3.00
Swine - vaccination, selection, management	3.00
Poultry - quality of carcasses and eggs	3.00
Horse - production cycle	3.00
Selection workshop	3.00
Biotechnology and environmental workshop	3.00
North Valley Livestock Tour	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.

Writing Assignments

1. Read the chapter on animal behavior and and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.

Out-of-Class Assignments

1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th*.

Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st*.

Other Learning Materials

Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Problem-Solving Sessions
- D. Class Activities
- E. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Class participation
- C. Written Examinations
- D. Practical Evaluations
- E. Mid-term and final examinations

Created/Revised by: Adams, Denise

Date:02/25/2019



Catalog Description

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00

Contact Hours: 17.00 Lecture

Out of Class Hours: 34.00

Total Course Hours: 51.00

Course Description:

This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

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

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define their career goals and create an educational plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

Methods of Instruction

- A. Lecture
- B. Demonstrations
- C. Guest Speakers
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date: 12/06/2021



Catalog Description

ALH 104 - Medical Terminology

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores the specialized language used within the medical profession. Emphasis is placed on the definition, pronunciation and spelling of medical terms with focus on building medical words using prefixes, word roots, suffixes and combining forms. To further advance a working knowledge of these terms, vocabulary is taught in relation to the basic anatomy, physiology and pathology of body systems.

Objectives

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

1. Interpret the meaning of medical terms by analyzing the basic elements of the terms.
2. Classify medical terms in relation to basic anatomy, physiology, and pathology of body systems.
3. Identify medical terms correctly.
4. Pronounce medical terms correctly.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Introduction of Medical Terminology	5.00
Body Structure	3.00
Integumentary (Skin and associated structures) System	3.00
Muscular System	2.00
Skeletal System	2.00
Cardiovascular System	4.00
Blood, Lymphatic and Immune Systems	4.00
Respiratory System	4.00
Digestive System	3.00
Urinary System	3.00
Reproductive System	3.00
Endocrine System	4.00
Nervous System	4.00
Special Senses	3.00
Pharmacology, Diagnostic Imaging, Surgery, Oncology	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter about the respiratory system and be prepared to discuss root words and combining forms regarding the respiratory system.

Writing Assignments

1. Write a one page paper about heart disease, incorporating at least 15 medical terms introduced in the cardiovascular chapter.
2. Write a one page paper about the anatomy of the respiratory system to include at least ten medical terms from the respiratory system chapter.

Out-of-Class Assignments

1. Find a media advertisement about a pharmaceutical product research its usage and be prepared to interpret medical terms within the ad.
2. Read the medical record analysis at the end of the musculoskeletal chapter and be prepared to interpret the underlined terms.

Recommended Materials of Instruction

Fremgen, Bonnie. (2015). Medical Terminology, A Living Language. *Prentice Hall, 6th*.

Other Learning Materials

Visual aids, some provided by Butte College Allied Health Department.

Methods of Instruction

- A. Lecture
- B. Multimedia Presentations
- C. Reading Assignments
- D. Discussion
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Homework
- D. Short papers

Created/Revised by: Smith, Michael

Date:04/04/2016



Catalog Description

ALH 6 - The Critical Six Soft Skills in the Professional Healthcare Environment

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course assists in the development of soft skills in the professional healthcare settings. Soft skills can be defined as a cluster of personality traits and behaviors that enhance the relationship between two individuals or an individual and an organization. Proficiency in the practice of soft skills has been identified as an essential characteristic to attain for any individual involved in the professional healthcare setting. Content will include six competency domains which include: Communication, Workplace Ethics and Professionalism, Team Building and Collaboration, Effective Problem Solving, Embracing Diversity and Demonstrating Compassion. Graded only.

Objectives

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

1. Compare and contrast interpersonal versus oral communication skills in today's workplace and healthcare environment.
2. Discuss components and workplace ethics and describe methods to enhance professionalism in the healthcare professional setting.
3. Identify approaches to development of a collaborative team in the workplace setting.
4. Utilize critical thinking and sound judgment in effective problem solving in the professional environment.
5. Cultivate diversity in the workplace, and foster cultural professionalism.
6. Describe methods to nurture compassion in the workplace and understand ways to ensure the practice of self-reflection.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Communication	9.00
Workplace Ethics and Professionalism	8.00
Team Building and Collaboration	8.00
Effective Problem Solving	9.00
Embracing Diversity	9.00
Demonstrating Compassion	8.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter on body language in your textbook. Be prepared to demonstrate effective body language in class.
2. Read the chapter on problem solving in the workplace in your textbook. Be prepared to participate in a discussion in class.

Writing Assignments

1. Write a 2-3 page paper about a situation that occurred in a job that you have had that dealt with a conflict. Describe how you handled the situation then, and how you would handle it differently now.
2. Write a one page dialogue that illustrates compassion shown for an individual who is struggling with a career choice.

Out-of-Class Assignments

2. Develop an activity that can be used in the workplace to enhance team building and collaboration.

Recommended Materials of Instruction

Elsevier. (2016). Job Readiness for Health Professionals. *Saunders, 2nd* .

Methods of Instruction

- A. Demonstrations
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments
- F. Class Activities

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Demonstration
- D. Written Assignments

Created/Revised by: Craig, Susan

Date:04/02/2018



Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

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

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

1. Complete a one-page personal profile articulating your passions, work values, strengths, skills, aptitudes, and desired roles.

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th*.

Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th*.

Other Learning Materials

My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Class Activities
- E. Group Discussions
- F. Guest Speakers

Methods of Evaluation

- A. Portfolios
- B. Projects
- C. Homework
- D. Class participation
- E. Written Assignments

Created/Revised by: Donnelly, Brian

Date: 10/31/2016



Catalog Description

ANTH 4 - Cultural Anthropology

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course explores how anthropologists study and compare human culture. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe. (C-ID ANTH 120).

Objectives

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

1. Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.
2. Recognize the methods, theories and perspectives used to study and understand human cultures.
3. Explain the importance of the ethnographic method in the study of culture.
4. Employ the relativist perspective while discussing cultural variation.
5. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
6. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
7. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Anthropological theories, methods and perspectives	4.00
Anthropological study of human cultures in comparative perspective	4.00
Subsistence patterns	4.00
Social, political and economic organizations	4.00
Language and communication	3.50
Family and kinship	3.50
Belief systems	3.50
Art and expressive culture	3.50
Ethnicity and race	3.50
Gender and sexuality	3.50
Social inequality and colonialism	3.50
Globalization and culture change	3.50
Professional ethics	3.50

Examples of Assignments

Reading Assignments

1. Read the article from Conformity and Conflict that focuses on anthropological definitions of culture. Be prepared to discuss why the concept of culture is so important to an understanding of human behavior—and why, to a significant degree, “culture” is deemphasized or left out in human behavior modeling in so many social and behavioral sciences.
2. Read the article from Conformity and Conflict that deals with the foundations of cultural relativism. Note, for purposes of discussion how cultural relativism has changed over the years; compare and contrast these views through contrasting Franz Boas with Marvin Harris.

Writing Assignments

1. Write a three page essay based on your social organization article. Compare and contrast at least two of the societies described in the article.
2. Write a five page essay on the history of anthropological thought focusing on Bronislaw Malinowski’s concept of culture as integrated. Contrast his concept with Gregory Bateson’s concept of the “holistic fallacy.”

Out-of-Class Assignments

1. Attend the American Association of Anthropology’s national meeting. Attend the session dealing with food production in Sub-Saharan Africa. Current attempts by international organizations have failed to assist people living in this region. Why? What insights can applied anthropologist offer that might make assistance programs more successful with regard to food production and distribution in this region?
2. Attend a session of the Anthropology Forum at the local University (CSU Chico). This week’s forum is a panel discussion (made up of some members of the anthropology department at CSU Chico) on reflexivity in ethnographic research. Note how various panel discussants handled issues of “observer obtrusive” and “non-obtrusive” descriptive data as a problem for field work.

Recommended Materials of Instruction

Ember, Carol and Melvin. (2010). Cultural Anthropology . *Prentice Hall* , 12th.
Bailey, Garrick and Peoples, James. (2011). Essentials of Cultural Anthropology. *Wadsworth* ,
Rotating editors. (2009). Annual Editions: Cultural Anthropology. *Dushkin*,

Methods of Instruction

- A. Discussion
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Instructor Demonstrations
- E. Lecture
- F. Multimedia Presentations
- G. Problem-Solving Sessions
- H. Reading Assignments
- I. Class Activities

Methods of Evaluation

- A. Quizzes
- B. Written Assignments
- C. Written Examinations
- D. Essays and research papers

Created/Revised by: Findlay, Michael

Date:03/04/2013



Catalog Description

ENGL 2 - Reading and Composition

Transfer Status: CSU/UC

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

This is an introductory course that offers instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Students will critically read expository, argumentative, and fictional texts and develop expository, persuasive, and argumentative academic writing. Essays will demonstrate reading comprehension, analysis, critique, academic research, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read, analyze, and evaluate a variety of primarily non-fiction, diverse texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. A minimum of 5000 words of formal writing will be required.
3. Develop varied and flexible strategies for generating, drafting, and revising essays.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Write timed/in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
8. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, and punctuation do not impede clarity.

Course Content

Topic Titles / Suggested Time Topic

<u>Lecture</u>	<u>Lec Hrs</u>
Topics	
Critical and analytical reading of college-level texts	
A. Reading scholarly sources	
B. Annotating texts	
C. Identifying key points, drawing inferences, and understanding broader implications	
D. Critically evaluating arguments	
Audience and purpose	
A. Identifying target audiences	
B. Anticipating reader response and addressing opposing or differing perspectives	
C. Identifying and following conventions that meet the needs of particular audiences	
D. Understanding the various influences that shape perspectives, values, language and identities	
E. Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each	
The writing process	
A. Methods for pre-writing and drafting	
B. Strategies for global revision	
C. Proofreading and editing strategies, including using research and grammar handbooks and/or other sources to edit papers	
D. Recognizing and using appropriate grammar, punctuation, and spelling, as well as effective syntax	
E. Analyze stylistic choices in their own writing and the writing of others	
	17.00
	8.00
	15.00

Evaluating and integrating sources into a research essay

A. Identifying scholarly versus non-scholarly sources

B. Navigating a variety of popular and scholarly sources of information whether in print, media, or online

C. Methods for evaluating popular media, online, and print sources

D. Strategies for synthesizing points from source materials into more complex, college-level arguments

13.00

Total Hours:

68.00

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

Out-of-Class Assignments

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th.Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th.Graff, G., Birkenstein, C.. (2021). *They Say/I Say*. W.W. Norton, 5th. .Wangler, S. & Ulrich, T.. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. Creative Commons,Guptil, A.. (2016). *Writing in College: From Competence to Excellence*. Open SUNY Textbooks,

Other Learning Materials

Film, video and other electronic sources

The Purdue Online Writing Lab (OWL)

Methods of Instruction

A. Collaborative Group Work

B. Discussion

C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

D. Lecture

Methods of Evaluation

A. Quizzes

B. Oral Presentation

C. Class participation

D. Written Assignments

E. Essays and research papers

F. Class Discussion

Created/Revised by: Bearden, Kenneth

Date:05/02/2022



Catalog Description

ANTH 13 - Magic, Witchcraft and Religion

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. The course focuses on non-western societies and their religious systems. Descriptive anthropological methods (ethnography and ethnology) are discussed as important aspects of the study of belief systems cross-culturally. Moreover, various theoretical models are employed to inform the study of beliefs and practices associated with both nonwestern and western societies. An integrated view of religion is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking. For example, religion is integrated with such areas of basic human concern as subsistence practices, social organization, and culture changes that arise in contact situations.

Objectives

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

1. define and describe the basic anthropological approaches (method and theory) to the cross-cultural study of religion.(e.g. belief systems).
2. name and appraise the work of important anthropologists who have studied religious belief systems from an anthropological perspective.
3. recognize certain theoretical explanations that can be applied to a functional understanding of religious behavior and thinking and apply these models to contemporary life.
4. recognize and describe various religious functionaries as they are found across a variety of societies and cultural circumstances.
5. recognize the integrated nature of belief in terms of how rituals and religious themes often reflect recurring patterns of subsistence cycles, social organization, and psychological imperatives.
6. compare and contrast non western belief systems with those typically predominate in the west.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction: The Anthropology of Religion	6.00
The Historic Development of Anthropological Approaches to Understanding Religious Belief and Practice: Myth, Rituals, and Taboos	4.00
Forms and Functions: Theoretical Approaches and Concepts of Culture	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: Integration with religious Beliefs and Practices	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and other Miscellaneous Beliefs	4.00
Revitalization Movements	4.00
Religion and Culture Contact	4.00
Belief and Practice in a New Age Context	4.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the article from your supplemental text that deals with "syncretism." This concept is often confused with "acculturation" and "cultural blending." Be prepared to discuss in class what syncretism is and provide a few ethnographic examples (e.g. Maya , Tarajumaran, and Kayapo syncretism).
2. Read the article from your supplemental text that deals with anthropological definitions of religion and belief. Be able to discuss why anthropological approaches to belief systems have allowed for significant insights into the religious beliefs and practices of hunter-gatherer societies found in different parts of the world (e.g. in Australia, the Kalahari Desert and the more remote areas of the Amazon Basin).

Writing Assignments

1. Write a three page essay focusing on animism. What is animism? How does an animistic world view influence perceptions of other aspects of life (e.g. subsistence, social organization, and ritual life).
2. Write a three page summary outlining the basic characteristics of shamanism. Focus on shamanic practices in Peru. Include references to Brujos and Brujas. How do these specialists retain aspects of traditional shamanism?

Out-of-Class Assignments

1. Search on the internet, find information on local shamanism. Be prepared to share with class.
2. Several Native American traditional healers will be visiting campus this week. Attend their panel discussion and report your observations and comments to class. Did these participants seem to have knowledge of traditional medicine that derived from older more traditional sources or were there ideas and practices more in line with New Age beliefs. Go back over the articles on traditional shamanism vs. New Age healing.

Recommended Materials of Instruction

- Lehmann, Myers and Moro, eds.. (2010). *Magic, Witchcraft, and Religion* . *McGraw Hill*, 9th. 0073405213.
- Hicks, David ed.. (2008). *Ritual and Belief: Readings in the Anthropology of Religion*. *McGraw Hill*, 4th. 0072414898.
- Crapo, Richley. (2002). *Anthropology of Religion: The Unity and Diversity of Religion*. *McGraw Hill* . , 1st. 0072387238.
- Spradley, James and McCurdy, David. (2006). *Conformity and Conflict: Readings in Cultural Anthropology*. *Allyn and Bacon*, 12th.

Methods of Instruction

- A. Discussion
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Multimedia Presentations
- E. Problem-Solving Sessions
- F. Collaborative Group Work

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Essays and research papers

Created/Revised by: Findlay, Michael

Date:02/25/2013



Catalog Description

CMST 2 - Public Speaking

Transfer Status: CSU/UC

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course is the study of the fundamentals of public speaking with an emphasis on extemporaneous style delivery. Focus is placed on critical thinking including: the organization of ideas, the use of research, the development of critical analysis in the construction and consumption of messages and the practice of ethical and mindful communication. (C-ID COMM 110).

Objectives

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

1. Explain the basic principles of human communication.
2. Analyze their communication situation, audience, occasion, and purpose; and selection of subject matter.
3. Formulate through research, analysis, and organization of material; presentation of the message including management of communication apprehension; and evaluation of the effectiveness of their communication.
4. Demonstrate that they are careful and critical thinkers and communicators, both as speakers and as listeners.
5. Explain their relationship and ethical responsibilities to others involved in the communication transaction.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

	<u>Lec Hrs</u>
Introduction to the principles of human communication	3.00
Theory and techniques of public speaking in society	6.00
Critical analysis of public discourse	6.00
Types of public speaking	6.00
Listening skills	3.00
Elements of effective public speaking, including analysis of communication situation, ethics, and diversity, audience, occasion, purpose, selection of subject matter, research, evidence evaluation, organization, presentation skills, and evaluation of communication effectiveness.	27.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Using the Butte College online database "CQ Researcher," locate and read the pro and con side of a current controversial issue. Come prepared to discuss the article and its value as a possible source for a persuasive speech.
2. Read the chapter on using evidence and come to class with at least two examples of each type of evidence listed. (Examples, testimony, and statistics). Bring your APA style guide and be prepared to complete source citations and referencing in class.

Writing Assignments

1. Based on the information and examples provided in class and in the textbook chapter on Outlining, prepare a formal, full-sentence preparation outline including minimum of 4 sources 2 of which are from academic journal articles, with corresponding references per APA guidelines, for a 5-7 minute informative speech.
2. View your own videotaped performances and/or review peer and faculty feedback sheets and prepare a 3-4 page critical analysis self reflection paper of your growth and development as a public speaker. Support your analysis with at least 3 citations from your textbook. Cite and reference using current APA style guidelines.

Out-of-Class Assignments

1. Attend a public speaking event (or watch a pre approved video performance) and prepare a 2-3 page evaluation of the presentation from an audience perspective. Did the presentation work? Why or why not? Be sure to support your analysis with details from the actual presentation and connect your findings to textbook terms and recommendations. Cite using APA current guidelines.
2. You and your partner(s) will need to identify and understand the Transactional Communication Model. You will/may need your textbook and possibly a little research. You will then bring to class, for display throughout the semester, your creation of the Model. You may build or create this artifact as you choose so long as you include all of the parts of the Model and have them clearly labeled or illustrated in some way. Draw a picture, use crayons, use clay, use cardboard, design an activity for use in class, invent a game and/or use technology. Whatever approach you decide is fine as long as we can “display” it in the classroom for the entire semester. Have fun! Be colorful! Be creative! Work together.

Recommended Materials of Instruction

Rothwell, J.D. (2017). *Practically Speaking*. Oxford University Press, 2nd.

Other Learning Materials

currently exploring an Open Education Resource for this class.

Methods of Instruction

- A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- B. Lecture
- C. Multimedia Presentations
- D. Reading Assignments
- E. Class Activities
- F. Discussion

Methods of Evaluation

- A. Exams/Tests
- B. Oral Presentation
- C. Class participation
- D. Written Assignments

Created/Revised by: Rapozo-Davis, Laura

Date:04/02/2018



Catalog Description

ENGL 4 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: ENGL 2 or ENGL 3

Unit(s): 3.00

Contact Hours: 51.00 Lecture

Out of Class Hours: 102.00

Total Course Hours: 153.00

Course Description:

This course concentrates on introducing students to a wealth of representative literary works from the major genres. Additionally, the course develops the basic skills necessary in literary analysis, namely critical reading, analytical writing, and research methods. Emphasis is placed on investigating and appreciating the cultural, historical, and aesthetic aspects of literary works chosen from at least four of the five literary genres. Graded only. (C-ID ENGL 120).

Objectives

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

1. Analyze themes within course texts and compare them to the ways these themes are treated in other course texts.
2. Synthesize analyses of specific details in particular works of literature in support of a clear, overall point or thesis.
3. Identify, employ and evaluate different frameworks for analyzing and interpreting literature. These frameworks may include political, socioeconomic, geographical, ethnic, cultural, ecological, psychoanalytical, historical, gender, sexuality, and genre development.
4. Interpret and discuss how various literary works both reflect and influence various aspects of culture.
5. Identify key elements of major genres and define and apply relevant literary terms in the analysis of specific works.
6. Utilize standard methods of essay development in the written analysis of literary works.
7. Employ appropriate research and documentation methodologies.
8. Utilize proper English syntax and mechanics in her/his own writing.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Brief review of subjects discussed in English 2

- | | |
|-----------------------------------|------|
| A. Reading and writing critically | 1.00 |
| B. The art of writing | |

The research paper, use of the library, and investigative techniques

- | | |
|---|------|
| A. How to generate our own ideas. | |
| B. How to use the ideas of other scholars. | 2.00 |
| C. Using MLA style. | |
| D. How to search library catalogues and databases and identify useful sources | |

Reflecting human diversity: The literary achievements of minorities and women all over the world.

- | | |
|--|------|
| A. The literary canon: Diversity and Controversy | |
| B. The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures | 2.00 |

Literary Terms

- A. Tone and mood
- B. Literal and non-critical statement
- C. Explicit and implicit statement 2.00
- D. Purpose, attitude, meaning
- E. Connotation, irony, satire, sarcasm, humor
- F. Diction, figurative language and symbol and their influences on theme and audience

Critical approaches to literature

- A. Political and socio-economic approaches
- B. Feminist and Queer
- C. Geographical
- D. Ethnic and Cultural
- E. Historical
- F. Ecological
- G. Psychoanalytical 2.00
- H. Postcolonial
- I. Biographical
- J. Mythological
- K. Structuralist and Poststructuralist

The above topics will be discussed within the first weeks of the course and integrated throughout the semester as appropriate.

Short Story

- A. History of the short story
- B. Elements of the short story
- C. Themes and context 9.00

Major Writers and Works: Alice Walker's "Roselily," William Faulkner's "A Rose for Emily," Herman Melville's "Bartleby the Scrivener," Sherman Alexie's "Class," Jamaica Kincaid's "Girl," Hayashi Mariko's "Wine," Naguib Mahfouz's "The Answer is No," Chimamanda Adichie's "The Arrangers of Marriage," Lu Xun's "Diary of a Madman" and others.

Drama

- A. History of drama
- B. Elements and context
- C. Themes and context 9.00

Major Writers and Works: Sophocles' *Antigone*, Susan Graspell's *Trifles*, William Shakespeare's *The Tempest*, Henrik Ibsen's *A Doll House*, D. H. Hwang's *M. Butterfly*, August Wilson's *Fences*, and others.

The Novel

- A. History of the novel
- B. The elements of the novel
- C. Themes and context 9.00

Major Writers and Works: Henry James's *Daisy Miller*, Toni Morrison's *Beloved*, Chinua Achebe's *Things Fall Apart*, Stephen Galloway's *The Cellist of Sarajevo*, and others.

Poetry

- A. History of poetry
- B. The elements of poetry
- C. Themes and context 9.00

Major Writers and Works: Gwendolyn Brooks' "We Real Cool," Elizabeth Bishop's "The Fish," Matsuo Basho's "Under Cherry Trees," William Shakespeare's Sonnet 116, Gary Soto's "Mexicans Begin Jogging," Emily Dickinson's "Success is Counted Sweetest," Brian Turner's "2000 lbs.," Muriel Rukeyser's "Waiting for Icarus," and others.

Film

- A. History of film
- B. The elements of film
- C. Terms and technology 6.00
- D. Themes and context

Major Filmmakers and Works: Akira Kurosawa's "Samurai Series," Franco Zeffirelli's "Romeo and Juliet," Alan Ball's "American Beauty," Roman Polanski's "The Pianist," Deepa Mehta's "Water," and others.

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write a Blackboard discussion post that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write an analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, Michael. (2015). *The Bedford Introduction to Literature. Bedford/St. Martin's, 11th.*

David Damrosch. (2009). *The Longman Anthology of World Literature Volume F. Pearson/Longman, 2nd.*

Other Learning Materials

Additional literary works chosen by the instructor that reflect human diversity.

Methods of Instruction

- A. Lecture
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Class participation
- D. Written Assignments
- E. Examinations

Created/Revised by: Koenig, Kiara

Date:09/09/2019