

SANTA ANA COLLEGE

CURRICULUM & INSTRUCTION COUNCIL

DATE: February 27, 2012
FROM: Bonita N. Jaros, Ph. D., Chair
TO: Curriculum & Instruction Council
RE: Minutes of Meeting of February 27, 2012
2:00 pm, SAC Foundation Board Room, S – 215

Present: B. Birnbaum, P. Canzona, J. Coffman, M. Colunga, S. Fondren, D. Gilmour, G. Giroux, P. Hughes, B. Jaros, D. Kanzler, B. Kehlenbach, L. Pedroza, M. Porter, K. Ross, S. Turner, D. Vu.

Guests: A. Dooley, B. Miller, B. Sos

1. MINUTES OF MEETING OF FEBRUARY 13, 2012 APPROVED
2. TECHNICAL COMMITTEE REPORT (See Attachment) APPROVED
3. CURRICULUM ITEMS (See Attachment) APPROVED
4. REPEATABILITY INFORMATION
The issue of Repeatability will be changed in Title 5 Section 55041. This item will be on a future agenda. Bonnie requested that council representatives discuss this item at their Division Curriculum meeting.
5. TLC REPORT INFORMATION
The TLC is working to amplify Form C and will discuss at its next meeting Monday, March 5th meeting. Then it will be brought to the council for discussion and approval. After approval, Bonnie will review possible ways to incorporate the SLOs of the Course Outline of Record onto the Course Syllabus.
6. ACCREDITATION UPDATE INFORMATION
 - A. Bonnie received a letter from Commission informing the colleges that the *SLOs Report* will now be required: Santa Ana College will need to provide this report fall 2012. In addition, *The Annual Report* will be due three months earlier this year: March 31, 2012.
 - B. Bonnie mentioned that the PA/PR review on a triennial basis will be under consideration.

7. OTHER

INFORMATION

A. Bonnie announced that the TLC meeting is on Monday, March 5, 2012 from 2:00 p.m. – 4:00 p.m. in A-130. All are invited.

B. Chancellor Rodriguez has been invited by the Commission to present the District's program review model on March 9, 2012 at San Diego Mesa College. Bonnie and Dr. Rose have been requested to represent Santa Ana College.

C. Bonnie informed the council that the Board Docket is due today for Board of Trustees approval of the annual letter of proposed revisions for the 2012 – 2013 Santa Ana College. The meeting of the Board of Trustees is Monday, March 12, 2012.

D. Bonnie announced to the council that the Computer Skills and Application Requirement for the AA degree will be deleted from the 2012 – 2013 Catalog.

The next meeting is Monday, March 12, 2012 at 2:00 p.m., SAC Foundation Board Room, S – 215.

COURSE DELETIONS

Items #1 through #10 were approved.

Human Services and Technology

1. Fire Academy 080C, S-205 Urban Wildland Interface Firefighting
2. Fire Academy 086, Haz-Mat Response Seminar
3. Fire Academy 088, City Emergency Response Team
4. Fire Officer Training 006C, Firefighter Bargaining
5. Fire Officer Training 006E, CSFA Leadership
6. Fire Officer Training 008B, I-429 Command and General Staff
7. Fire Officer Training 008D, Division Group Supervisor
8. Fire Officer Training 010, Career Firefighter Lateral Academy
9. Fire Officer Training 011B, Structural Collapse Technician
10. Fire Officer Training 030, Art of Reading Smoke

REVISED COURSES

Items #11 through #14 were approved.

Human Services and Technology

11. Fire Academy 035, Confined Space Rescue: Operational
(Repeatability changed from NR to R3)
12. Fire Academy 062, Basic Incident Command Systems
(Repeatability changed from NR to R3)
13. Fire Officer Training 008C, S-244 Field Observer
(Repeatability changed from NR to R3)
14. Fire Officer Training 079, S-404 Safety Officer
(Lecture hours changed from 32 to 24; Repeatability changed from NR to R3)

**REVISED COURSES WITH SLO – NO CHANGE TO CATALOG AND CLASS
SCHEDULE DESCRIPTION**

Items #15 through #25 were approved.

Human Services and Technology

15. Criminal Justice 105, Legal Aspects of Evidence
16. Fire Academy 008, Firefighter I Physical Ability Examination
17. Fire Academy 008B, Beginning Physical Ability Training
18. Fire Academy 008C, Intermediate Physical Ability Training

19. Fire Academy 008D, Advanced Physical Ability Training
20. Fire Academy 017, Physical Ability Instructor
21. Fire Academy 041A, Reserve Firefighter Academy
22. Fire Officer Training 012, Ethical Leadership
23. Fire Officer Training 079B, S-231 Engine Boss
24. Human Development 205, Exceptionality and Special Needs in Human Development
25. Human Development 208, Working with Families of Children with Special Needs

REVISED COURSES – FIRST READING

Items #1 through #3 were presented for first reading.

Items #4 through #6 were presented for first reading. The rules for a second reading were suspended, and items #4 through #6 were approved. These changes will appear in the 2012-2013 Catalog effective for fall 2012.

Human Services and Technology

1. Criminal Justice Academies 088, Campus Law Enforcement Update
2. Fire Officer Training 008A, S-339 Division/Group Supervisor All Risk
3. Manufacturing Technology 011, Basic Mechanical Blueprint Reading

Kinesiology

4. Kinesiology Aerobic Fitness 146, Stability Ball Training (0.5 unit)
5. Kinesiology Fitness 124, Conditioning for Athletes – Men (0.5 unit)
6. Kinesiology Health Education 107, Cardiopulmonary Resuscitation

REVISED COURSE – SECOND READING

Item #7 was pulled.

Counseling

7. Counseling 110, University Transfer Research

REVISED PROGRAMS – FIRST READING

Items #8 through #10 were presented for first reading. The rules for a second reading were suspended, and items #8 through #10 were approved. These changes will appear in the 2012-2013 Catalog effective for fall 2012.

Human Services and Technology

8. Hospitality Option Certificate (sac.nutho.ca)
9. Mid-Range Engine Service Option Certificate (sac.dslmr.ca)
10. Mid-Range Engine Service Option Degree (sac.dslmr.as)

TECHNICAL COMMITTEE REPORT

MARCH 12, 2012

COURSE DELETIONS

Fine and Performing Arts

1. Music 160, Beginning Pop and Jazz Keyboard

Humanities

2. English As a Second Language N89, Two-Word Verbs and Idioms
3. English As a Second Language N92, Practical Use of Gerunds and Infinitives
4. English As a Second Language N93, Practical Use of Prepositions and Two-Word Verbs
5. English As a Second Language N94, Idioms of American English
6. English As a Second Language N95, Vocabulary Development Through Word Forms
7. English As a Second Language N97, Combining and Punctuating Sentences

REVISED COURSES

Fine and Performing Arts

8. Music 146, Digital Recording Studio Techniques I
(Classification code changed from I to A; Repeatability changed from R1 to NR)
9. Music 147, Digital Recording Studio Techniques II
(Classification code changed from I to A; Repeatability changed from R1 to NR)
10. TV/Video Communications 101, TV and Society: A Visual History
(Classification code changed from I to A)
11. TV/Video Communications 105H, Honors Mass Media and Society
(Classification code changed from I to A; SAM code changed from E to D)

Dear Sir,
I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above matter.

The same has been referred to the proper authorities for their consideration and they will be glad to hear from you again.

I am, Sir, very respectfully,
Your obedient servant,
J. H. [Name]

I have the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the above matter.

The same has been referred to the proper authorities for their consideration and they will be glad to hear from you again.

I am, Sir, very respectfully,
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first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#1
first

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Music 160, Beginning Pop and Jazz Keyboard

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Music 160

Beginning Pop and Jazz Keyboard

Units: 1

Class Hours:

Lecture Hours: 16

Laboratory Hours: 16

Arranged Hours: None

Total Semester Contact Hours: None

PREREQUISITE(S) None

Introduction to keyboard improvisation skills. Emphasizes playing by ear and making simple keyboard arrangements from lead sheets in jazz and pop styles. Ability to read music and daily practice required. Music 161 or elementary piano ability recommended. May be repeated.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
	A	3	30
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	100400 - Music	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 02/16/12 by: Brian KehlenbachDivision Chair Approval Date: 02/23/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

STUDENTS MUST LEARN TO PERFORM PHYSICAL ACTIONS ON A KEYBOARD TO DEMONSTRATE IN SOUND THE MENTAL CONCEPTION DERIVED FROM READING A SCORE; THAT IS, THE ABILITY TO MATCH ACTUAL PERFORMANCE TO CONCEPT. IN ADDITION, STUDENTS MUST SYNTHESIZE THE CONCEPTS PRESENTED IN CLASS AND THEN CREATE THEIR OWN PIANO ARRANGEMENTS. THESE ARRANGEMENTS MUST DEMONSTRATE AN UNDERSTANDING OF CORRECT AND APPROPRIATE APPLICATIONS OF THE FOLLOWING TOPICS AND CONCEPTS: NOTE READING IN THE TREBLE AND BASS CLEFS; RHYTHMIC FIGURES IN MELODIC AND ACCOMPANIMENTAL PATTERNS; CHORD VOICE-LEADING; ELEMENTARY SONG ARRANGING FROM A STANDARD LEAD SHEET; TRIADS (MAJOR, MINOR, DIMINISHED, AUGMENTED) AND 7TH CHORDS; NOTATION SYMBOLS AND TERMINOLOGY.

1. Introduction to class; triad 2 lec 2 lab. Students learn to locate all major triads shapes, triad inversions,

~~2 lab~~

on the keyboard and play them within the chord functions. context of a simple arrangement.

2. Sing and strum style: voice- 2

lec

lec 2 lab. Direct application of "common-tone" leading, simple arpeggiation.

~~2 lab~~

voice-leading as well as arpeggiating styles within the context of short exercises and piano arrangements.

3. Chord qualities: dominant 2 lec 2 lab. Students are expected to be able to play 7th chords, minor triads,

~~2 lab~~

all minor triads within the context of a alternating bass patterns. chromatically ascending exercise. They must also apply their knowledge of 7th chords and alternating bass lines in a simple piano arrangement.

~~COURSE CONTENT (Include major topics of the course, time required, and what the student is expected to learn.)~~

4. More chord qualities and 2

lec

lec 2 lab. Students learn to change major triads into piano styles:

~~augmented 2 lab augmented~~

~~augmented~~ augmented, diminished, and suspended chords, diminished chords, triads within the context of short written suspended chords, varied bass exercises and on the keyboard. Students patterns. then apply these chord qualities as well as rhythmic bass patterns to piano arrangements.

5. Progression: ii - V - 1 2 lec 2 lab. Students learn to create and analyze pro- sequences, modal vamps,

~~2 lab~~

gressions in modal contexts as well as 6th chords. standard ii-V-1 contexts. Students also learn to incorporate 6th chords.

6. Blues and improvisation: 2 lec 2 lab. Students are expected to play a blues pro- blues form, blues scale,

~~2 lab~~

gression with a simple improvisation improvisation concepts, based upon a blues scale. motives, phrases, and left hand voicings.

7. Synthesis of jazz and 2 lec 2 lab. Students learn to synthesize the various and popular piano styles.

~~2 lab~~

concepts of progression, harmony, and piano style into coherent piano arrangements and then learn to play these arrangements.

#2

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* last

SANTA ANA COLLEGE COURSE OUTLINE
DISCIPLINE, NUMBER, TITLE:English As a Second Language N89, Two-Word Verbs and Idioms

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N89
 Two-Word Verbs and Idioms

Units: 1.5

Class Hours:

- Lecture Hours: 24
- Laboratory Hours: None
- Arranged Hours: None
- Total Semester Contact Hours: 24

PREREQUISITE(S)

Prerequisite

Eligible for EMLS 107 or higher.

A general introduction to two and three-word verbs and idioms commonly used by native speakers. Extensive oral and written practice with new vocabulary items. May be taken before ESL N88.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493087 - ESL Integrated	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		

Curriculum Office Use Only.

Department Chair Approval Date: ~~0402/2128/11-12~~ by: Elissa Hassel

Divison Chair Approval Date: ~~0903/2602/11-12~~ by: ~~Kathleen Patterson~~ Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments are recursive and on-going.

I. Students will identify and comprehend a wide variety of English two-word verbs and their meanings.

Students will identify transitive and intransitive distinctions, placement of adverbs, and modal usage.

Students will use the negative form, question form, imperative form and passive form of two-word verbs in original sentences.

II. Students will analyze the meaning of idiomatic verb usage in various contexts and improve their ability to use these verbs more accurately in their own writing and speaking.

III. Students will improve their pronunciation of two-word verbs and idioms and use accurate grammar.

IV. Students will increase reading and listening comprehension of idioms. They will develop vocabulary through contextual exercises and the identification of idioms in context.

V. Students will develop a greater mastery of idiomatic structures through reading, analyzing, internalizing structures, and imitating written models. Students will identify idiomatic errors and apply strategies to avoid them.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English As a Second Language N89, Two-Word Verbs and Idioms

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#3
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English As a Second Language N92, Practical Use of Gerunds and Infinitives

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N92
Practical Use of Gerunds and Infinitives

Units: 1.5

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: None

PREREQUISITE(S)

Prerequisite

Eligible for EMLS 055.

Intensive oral and written practice with various forms and functions of gerunds and infinitives. Lab may be required.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493087 - ESL Integrated	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~0402/1428/11-12~~ by: Elissa Hassel

Divison Chair Approval Date: ~~0903/2602/11-12~~ by: ~~Kathleen Patterson~~ Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e. knowledge, comprehension, application, analysis, synthesis, evaluation).

I. Introduction (2 hours)

- A. The English verb phrase—location and identification
- B. The English verb + verb environment—tense vs. form
- C. Other factors affecting the choice of a gerund or infinitive form
 1. Nouns, pronouns and adjectives before a verb

2. Established verb + preposition expressions (e.g., *look forward to*)

II. Gerunds (10 hours)

- A. As subjects
- B. As objects
- C. As objects of prepositions and possessive forms with gerunds
- D. Verbs and expressions which require gerunds

III. Infinitives and Base Forms (12 hours)

- A. As objects (less frequently as subjects)
- B. Predictable infinitive environments: after nouns, pronouns and adjectives
- C. Verbs of influence, causation, and perception
 - 1. *get* vs. *have* (influence of active and passive word order)
 - 2. *let* vs. *make*
- D. Past time forms for gerunds and infinitives

In each component of the course, students will demonstrate and expand the critical thinking skills of analysis, application and evaluation. By the end of the course, students will demonstrate increased oral and written accuracy in the use of gerunds and infinitives.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: English As a Second Language N92, Practical Use of Gerunds and Infinitives

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

3 - Important-sometimes try to achieve

Communication Skills

1.

A. Reading and Writing -

1. Demonstrate increased competency in the use of gerund and infinitive verb forms when writing. At the

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#4
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English As a Second Language N93, Practical Use of Prepositions and Two-Word Verbs

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N93

Practical Use of Prepositions and Two-Word Verbs

Units: 1.5

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 24

PREREQUISITE(S)

Prerequisite

Eligible for EMLS 055.

Intensive oral and written practice with prepositions and an introduction to two-word verbs and their various meanings, depending on the preposition. Lab may be required.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493087 - ESL Integrated	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~0402/2128/11-12~~ by: Elissa Hassel

Divison Chair Approval Date: ~~0903/2602/11-12~~ by: Kathleen Patterson Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e. knowledge, comprehension, application, analysis, synthesis and evaluation).

I. Introduction to Prepositions (1.5 hours)

Students will analyze and internalize basic format syntax of the prepositional phrase.

II. Spatial Relationships: Movement, Location, Position, Direction (9 hours)

A. Surfaces (on, off, over, above, under, beneath)

- B. Containment (in, into, within, inside, outside, out of)
- C. Nearness or general location (by, beside, at)
- D. Movement and directionality (to, toward, from, across, beyond, through)

III. Temporal Relationships (3 hours)

- A. Specific point (at, on)
- B. Containment (in, within, during, throughout)
- C. Connections in time (since, until)

IV. Manner/Means Relationships (1.5 hours)

- A. Method of accomplishment (by, with, in, through)
- B. Accompaniment (with, without, including)

V. Other Preposition Relationships (3 hours)

- A. Opposition and support (for, against)
- B. Comparison (like, as)
- C. Inanimate possession (of, about)
- D. (Between vs. among)
- E. (Around vs. along)

VI. Phrasal Verbs (6 hours)

- A. Introduction to phrasal verb structure and idiomatic usage
- B. Emphasis on phrasal verbs using *on, off, in, out, through, over, up, down*

In each component of the course, students will demonstrate and expand the critical thinking skills of analysis, application and evaluation. By the end of the course, students will demonstrate increased oral and written accuracy in the use of prepositions and phrasal verbs.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English As a Second Language N93, Practical Use of Prepositions and Two-Word Verbs

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Hall, Diane. *Working with English Prepositions*, ed. Addison Wesley Publishing Company, 1991, ISBN: 9780175554171. \$ 16

Required: Wahlen, G.. *Prepositions Illustrated*, ed. University of Michigan Press/ESL, 1996, ISBN: 9780472082896. \$ 13

Recommended readings and/or materials.

None

Other

None

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#5
LAST

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English As a Second Language N94, Idioms of American English
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N94

Idioms of American English

Units: 1.5

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 24

PREREQUISITE(S)

Prerequisite

Eligible for EMLS 055 or higher.

A general introduction to idioms commonly used by native speakers. Extensive oral and written practice with new vocabulary items. Lab may be required.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493087 - ESL Integrated	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~0402/2128/11-12~~ by: Elissa HasselDivison Chair Approval Date: ~~0903/2602/11-12~~ by: Kathleen Patterson Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e. knowledge, comprehension, application, analysis, synthesis and evaluation). All segments are recursive and on-going.

I. Introduction to general idioms and verb idioms (3 hours)

- A. Students will identify commonly used idiomatic expressions
- B. Students will learn two-word verb idioms (along with verb tense requirements)
- C. Students will differentiate between verb + preposition combinations and two-word verbs

II. Use of contextual clues to determine idiom meaning (4 hours)

http://curricunet.com/SAC/files/comp_855_4241_3310.html

3/5/2012

- A. Students will identify the idiom topic by analyzing syntactic clues
- B. Students will identify positive, negative and neutral words in the idiom environment
- C. Students will draw conclusions about the probable meanings of idioms by using surrounding contextual information and the students' general knowledge of the topic

III. Pronunciation patterns associated with idioms (3 hours)

- A. Students will recognize and verbally practice word stress on content-bearing words (nouns, verbs) and on particles in two-word (phrasal verb) combinations (e.g., **think** about it vs. think it **over**)
- B. Students will practice intonation patterns associated with stressed words

IV. Grammatical requirements for idioms and two-word verbs (6 hours)

- A. Students will review and analyze the possible verb tenses used with idioms
- B. Students will study other possible grammatical contexts for certain idioms (e.g., gerunds, base forms, objects, the imperative, the passive, negatives, pronouns, possessives)
- C. Students will study and practice word order transformations possible with verb idioms (e.g., *think it over* vs. *think over the problem* or *think the problem over*)

V. Idioms and two-word verb vocabulary expansion (8 hours)

- A. Students will memorize, internalize and use idioms accurately in spoken and written contexts

Each segment of course content indicated above involves presenting information cyclically throughout the semester as new idioms are explored. Furthermore, all segments of instruction require the critical thinking skills of analysis, application and evaluation.

By the end of the semester, students will have expanded their knowledge of and ability to use a variety of idioms in both speech and writing, thereby expanding their fluency in English.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English As a Second Language N94, Idioms of American English
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: McPartland-Fairman, P.. *Take It Easy*, 2 ed. Pearson ESL, 2000, ISBN: 9780136608127. \$ 52

Required: Genzel, R.. *Getting the Hang of Idioms*, ed. Heinle and Heinle, 1991, ISBN: 0838434339. \$ 60

Recommended readings and/or materials.

Tapes for Take It Easy available in the Foreign Language/ESL Lab.

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#6

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English As a Second Language N95, Vocabulary Development Through Word Forms

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N95
Vocabulary Development Through Word Forms

Units: 1.5

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 24

PREREQUISITE(S)

Prerequisite

Eligible for EMLS 109.

Intensive vocabulary development through the study of roots, prefixes, and suffixes; the grammatical study of word classes. Lab may be required.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493084 - ESL Writing	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~0402/2128/11-12~~ by: Elissa Hassel

Divison Chair Approval Date: ~~0903/2602/11-12~~ by: Kathleen Patterson Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Language acquisition, of necessity, requires critical thinking skills in all of its applications (i.e. knowledge, comprehension, application, analysis, synthesis and evaluation).

I. Prefixes and Roots

A. Review of common affixes

B. Prefixes

1. Negative

2. Relational

- 3. Movement
- C. Roots
 - 1. Measurement, size, study
 - 2. Motion, action
 - 3. Human activity

Students will identify, analyze, synthesize, and evaluate what they learn about prefixes and their roots in the context of sentence and paragraph writing

II. Derivational Suffixes for Word Class Changes

- A. Basic changes from noun to verb to adjective to adverbs
- B. Multiple suffixes
- C. Inflectional (e.g., plural endings) and derivational suffixes (e.g., noun suffixes)

Students will analyze sentences and choose the correct word form for a given slot. They will identify word forms, transform words from one word class to another, and evaluate the results.

Students will identify and manipulate inflectional and derivational suffixes and apply the appropriate suffix(es) to a word in accordance with its grammatical environment.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: English As a Second Language N95, Vocabulary Development Through Word Forms
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Keen, Dennis. *Developing Vocabulary Skills*, 2 ed. Heinle ELT, 1994, ISBN: 9780838446720. \$ 55

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1.

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

7
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English As a Second Language N97, Combining and Punctuating Sentences
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language N97
Combining and Punctuating Sentences

Units: 1.5

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 24

PREREQUISITE(S) None

Strategies for sentence combining and expansion. Review of punctuation in the context of various sentence combining techniques. Lab may be required.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
0415	I	0	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493084 - ESL Writing	NR - Non-Repeatabile: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~0402/2128/11-12~~ by: Elissa Hassel

Divison Chair Approval Date: ~~0903/2602/11-12~~ by: ~~Kathleen Patterson~~ Anh-Phuong Tran

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Language acquisition, of necessity, requires critical thinking skills in all of its application (i.e., knowledge, comprehension, application, analysis, synthesis and evaluation).

I. Identification of basic sentence components (6 hours)

- A. Subject – Verb – Complement and use of period, question mark and semicolon as well as review of capitalization
- B. Verbs in various tenses to create complete sentences; non-tensed verb forms (participles) causing fragments
- C. Gerunds as subjects

EXPECTED STUDENT OUTCOMES: Students will be able to:

http://curricunet.com/SAC/files/comp_237_4240_3304.html

3/5/2012

- Identify and create complete sentences and phrases
- Identify basic sentence boundaries requiring periods, question marks and/or semicolons
- Distinguish between introductory phrases and gerund subjects and punctuate appropriately
- Distinguish the change in focus between active and passive sentences

II. Coordination (3 hours)

- A. Combining sentences (independent clauses) with coordinating conjunctions and with transition adverbs (however, therefore, moreover, furthermore, otherwise, nevertheless, nonetheless)
- B. Use of commas and semicolons with coordination strategies
- C. Parallel constructions, from simple lists to longer phrases

EXPECTED STUDENT OUTCOMES: Students will be able to:

- Write sentences using various coordination strategies with appropriate punctuation
- Write sentences demonstrating mastery of parallel constructions
- Correctly punctuate short paragraphs containing simple and compound sentences

III. Subordination (Complex sentence patterns) (9 hours)

- A. Review of adverb clauses and compare to coordination strategies; introduce the concept of independent vs. dependent clauses
- B. Use of adverb clauses to join ideas demonstrating time, cause, condition and concession relationships
- C. Use of adjective clauses to join ideas in which repetition allows connection
- D. Punctuation associated with adverb and adjective clauses
- E. Use of noun clauses to represent direct and indirect speech
- F. Use of punctuation associated with direct speech

EXPECTED STUDENT OUTCOMES: Students will be able to:

- Demonstrate ability to use a variety of simple and complex joining strategies to create logically connected ideas
- Write increasingly complex sentences with correct punctuation
- Correctly punctuate short paragraphs (75-100 words) containing simple, compound and complex sentences
- Correctly punctuate short paragraphs including direct speech

IV. Sentence expansion using modifying phrases (6 hours)

- A. Adjectives, appositives and adjective phrases to modify noun elements
- B. Adverbs and adverbial phrases to modify verbs, connect ideas and expand sentence length and variety
- C. Prepositional phrases to connect noun-to-noun elements
- D. Introductory and interrupting phrases and the use of commas, dashes and parentheses with these structures

EXPECTED STUDENT OUTCOMES: Students will be able to:

- Identify and create various modified constructions
- Write and correctly punctuate noun modification constructions with commas, dashes and parentheses
- Write and correctly punctuate verbal constructions used as introductory and interrupting phrases
- Write short paragraphs demonstrating an ability to use sentences of varying length and complexity with appropriate punctuation

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English As a Second Language N97, Combining and Punctuating Sentences
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

8
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Music 146, Digital Recording Studio Techniques I

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Music 146

Digital Recording Studio Techniques I

Units: 2

Class Hours:

Lecture Hours: 24

Laboratory Hours: 24

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S) None

Introductory class in computer-based hard disk recording. Emphasis on digital sound manipulation, editing, mixdown, and microphone techniques.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	I	15535	A	2 30
SAM Priority Code:	C - Occupational	Repeatability:		
TOPS Code:	100500 - Commercial Music	R+NR - Repeatable <u>Non-Repeatable: D, F, NC, W</u>		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 02/16/12 by: Brian KehlenbachDivision Chair Approval Date: 02/23/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

1. 1.5 lec, 1.5 lab. General introduction to class. Orientation to the recording studio, discussion of projects and assignments, basic functions of the digital recording software.

Students will understand the basic operation of the equipment in the lab. They will be able to route sound in and out of the computer as well as create files and save to disk.

2. 3 lec, 3 lab. Basic theory of acoustics and digital recording.

Students will learn how the sampling rate and bit resolution relate to the digital recording process. They will learn to apply the nyquist theorem and understand its relationship to aliasing.

3. 3 lec, 3 lab. Capturing a sound file from an audio CD and importing audio files.

Students learn the basics of the audio control panel on the Macintosh as well as the basics of importing sounds

into the audio bin of Pro Tools.

4. 1.5 lec, 1.5 lab. Basic digital sound manipulation. Managing of audio files.
Ability to name, delete, compact, and move audio files.

5. 3 lec, 3 lab. Audio editing using the event list and the graphic editor.
Ability to use the event list for placement and manipulation of sound-bites. Familiarity and facility with the basic functions of the graphic editor: displaying, zooming, inserting, moving, selecting, scrubbing, splitting, trimming, and looping.

6. 1.5 lec, 1.5 lab. Capturing sound from a microphone.
Students learn the basic controls of the workstation mixer and they gain familiarity with the audio ~~monitor window of Pro Tools~~ recording capabilities of Logic pro.

7. 1.5 lec, 1.5 lab. Mixing Digital Audio.
Students learn to assemble multiple tracks in a "virtual" mixing environment. They acquire facility in level mixing, bussing, and using master faders.

8. 3 lec, 3 ~~lec~~lab. Digital effects processing.
Ability to add digital effect using software plugins and hardward effects units. Students learn to add reverb and compression to their mixes.

9. 3 lec, 3 lab. Microphones and monitor systems.
Students learn the correct applications of dynamic and condenser microphones as well as the relative strengths and weaknesses of microphone response patterns. Ability to route the mixing board signal to an effective monitor mix for the musicians' headphones.

10. 3 lec, 3 lab. Combining MIDI with digital audio.
Students learn to assemble their MIDI tracks and audio tracks together into a complete project.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Music 146, Digital Recording Studio Techniques I
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required: David Nahmani. *Logic Pro 9 and Logic Express 9*, 1 ed. Peachpit Press, 2009, ISBN: 978-0-321-636-636.

Recommended readings and/or materials. ~~Digital Home Recording by Carolyn Keating and Craig Anderson~~ Pro Tools Official courseware by Digidesign

None

Other

None

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

9
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Music 147, Digital Recording Studio Techniques II

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Music 147

Digital Recording Studio Techniques II

Units: 2

Class Hours:

Lecture Hours: 24

Laboratory Hours: 24

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

Music 146.

Continuation of Digital Recording Studio Techniques I. Further study of digital sound manipulation including digital effects, compression, equalization, editing on a digital mixer, live recording techniques and CD production.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	I	<u>15535</u>	<u>A</u>	2 30
SAM Priority Code:	C - Occupational	Repeatability:		
TOPS Code:	100500 - Commercial Music	R+NR - Repeatability <u>Non-Repeatability: D, F, NC, W</u>		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 02/16/12 by: Brian KehlenbachDivision Chair Approval Date: 02/23/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The student must assimilate several technical skills and determine an appropriate use in the creation of musical projects. In addition, students provide written papers that detail the intent of their midterm and final projects. Then, they must match their actual recording project of their initial conception. This requires critical thinking skills on both verbal and non-verbal levels.

1. 1.5 lec, 1.5 lab. Review of the recording studio and software basic functions, discussion of projects and assignments.

Students will understand the basic operation of the equipment in the lab. They will be able to route sound in and out of the mixing board as well as create files and save to disk.

2. 1.5 lec, 1.5 lab. Digital sound file formats.

Students learn the primary uses of the standard digital sound file formats (WAVE, aiff, mp3, CAF, SDII) as well as understanding the main advantages and disadvantages of each.

3. 3 lec., 3 lab. ~~Time clock and synchronization of digital signals. Students gain familiarity with the standard digital to digital protocols (AES/EBS, S/PDIF) and learn to interconnect equipment using the standard interfaces (ADAT optical, RCA)~~ Multiple recording "takes."

Students learn to use the comping features of Logic Pro to edit multiple takes into a composite track.

4. 3 lec., 3 lab. ~~Mixing Digital Audio on the digital outboard mixer~~ Manipulating Tempo and Time Stretching.

Students learn to ~~assemble multiple tracks on a digital mixer. They acquire facility in level mixing, bussing to the mixdown devices in the lab (DAT, CD, cassette)~~ multiple approaches to changing the tempo of audio regions in relation to the speed of the sequencer.

5. 3 lec. 3 lab. More topics in Digital effects processing.

Ability to add a variety of digital effects using software plug-ins and hardware effects units. Students learn to add echo, equalization, compression and "pre-amp" effects to their mixes.

6. 3 lec., 3 lab. Further topics of digital sound manipulation: fades, cross-fades, beat adjustment, transposing audio, time scaling.

Students learn to apply fades to the beginnings and ends of sound ~~bites~~ files as well as cross-fade between two adjacent sound ~~bites~~ files. They also learn to line up beats with audio. Ability to adjust sampling rate for audio transposition and time scaling.

7. 6 lec., 6 lab. Live recording techniques: acoustic and electronic instruments.

Ability to place microphones for the recording of piano, guitar, wind instruments, drums, and vocals.

Correct use of direct boxes for keyboards, electric guitar and electric bass.

8. 3 lec., 3 lab. Final mixes. ~~Burning audio to a CD and recording to an audio CD.~~

Students learn to assemble their ~~MIDI~~ tracks and audio tracks together and ~~burn them to CD for a complete project.~~

apply effects plug ins, EQ, volume/pan automation, and mastering plug ins.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: Music 147, Digital Recording Studio Techniques II

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.) ~~Recommended readings and/or materials:~~

~~Apple Pro Training Series: Logic Pro 8 and Logic Express 8 (Apple Pro Training) by David Nahmani Pro Tools 101 Official Courseware, by Digidesign Digital Home Recording by Carolyn Keating and Craig Anderson~~

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

10

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: TV/Video Communications 101, TV and Society: A Visual History
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

TV/Video Communications 101
TV and Society: A Visual History
Units: 3
Class Hours:

Lecture Hours: 48
Laboratory Hours: None
Arranged Hours: None
Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S) None

Evolution and impact of TV programming as business and art form in American society. Development of a visual literacy and appreciation of television's various formats-sitcom, Westerns, soaps, dramas, mini-series - through videotape viewings and guest speakers.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	I	<u>15552</u>	<u>A</u> 2 10
SAM Priority Code:	D - Possible Occupational	Repeatability:	
TOPS Code:	-	<u>60420 - Television-Incl TV/Film/Video</u>	NR - Non-Repeatable: D, F, NC, W
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 09/18/11 by: Terry Bales

Divison Chair Approval Date: 02/23/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

1. 3 lec. An introduction to the appreciation of television as a visual medium. The early years. Knowledge of TV's significant historical developments and their developmental sequence (divided by major programming formats.)

2. 6 lec. Television's Golden Age: The live drama (Playhouse 90) the comedy show (Milton Berle, Sid Caesar, Jackie Gleason).

How those majoring in TV and production and scriptwriting courses can achieve a better aesthetic sense and critical eye by studying the good and bad works of TS's past.

3. 6 lec. The situation comedy: From I Love Lucy to Cheers. 1950's TV programming formats how they

reality family comedy (Father Knows Best), 1960's comedy beyond reality (from Bewitched to The Beverly Hillbillies). 1970's socially relevant sitcoms (All in the Family, MTM, Mash). 1980's new family comedies (Family Ties, Cosby, Married...With Children) to Friends and Modern Family. Distinction among the variety of TV programming formats--how they differ and how they relate.

4. 3 lec. The Western as horse opera: 1950's-early heroes from Hopalong Cassidy to Roy Rogers. 1955-1960 adult cowpokes (Gunsmoke, Maverick, Rawhide). 1960's Western dynasties (Bonanza, Big Valley). 1970's-end of an era? (Little House on the Prairie).

An exploration of how to develop, research, write, produce, edit, and pitch a series based on experiences in the medium and the advice of guest speakers.

5. 6 lec. The cop and private eye shows: The FBI, Rockford, Starsky and Hutch, to Hill Street Blues and Miami Vice to Law & Order and the CSI procedurals. Development of the ability to analyze and identify significant patterns in TV programming trends.-

6. 3 lec. The life and death of daytime and nighttime soap operas: Search for Tomorrow meets Dallas at General Hospital.

7. 3 lec. The game show: luck and skill wins ratings from Queen for a Day to Wheel of Fortune to American Idol and Survivor.-

8. 3 lec. Children's programming. Cartoon adventures, education from Lassie to Sesame Street and the SmurfsSpongeBob.

9. 3 lec. Science fiction and horror: Twilight Zone, Star Trek, Alfred Hitchcock -to the X Files and Beyond

10. 3 lec. Doctors and Lawyers: high drama. Ben Casey and Marcus Welby and ER vs. Perry Mason and Boston Legal and the Good Wife.

11.-~~6~~ 3 lec. News, sports and talk shows. The legacy of Edward R. Murrow, Walter Cronkite, Mike Wallace, Howard Cosell, and Johnny Carson.

12. 3 lec. New trends: The mini series, made for TV movies, syndication, public TV, cable, and direct satellite.

13. 3 lec. New Platforms for TV Watching: High Definition Giant Screens to Smaller Mobile Laptops, Cellphones, and the internetiPads.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE:TV/Video Communications 101, TV and Society: A Visual History
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required: Castleman, Harry and Podrazik, Walter. *Watching TV*, 2nd ed. Syracuse, N.Y.: Syracuse University Press, 2010, ISBN: 9780815632207. \$40.95

Recommended readings and/or materials.

Magazines: TV Guide.

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

11
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: TV/Video Communications 105H, Honors Mass Media and Society
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

TV/Video Communications 105H

Honors Mass Media and Society

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

A high school or college GPA of 3.0 or above.

Enriched honors course of intensive exploration of historical impact and current influence of Mass Media (newspapers, TV, Internet, etc.). Uses critical thinking skills in seminar-setting to assess media's role in society.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	f	<u>15552</u>	<u>A</u>	3 10
SAM Priority Code:	E-D - Non-Possible Occupational	Repeatability:		
TOPS Code:	-	<u>60420 - Television-Incl</u> <u>TV/Film/Video</u>	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 09/18/11 by: Terry BalesDivison Chair Approval Date: 02/23/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Note: Honors students are expected to formulate their own insights and opinions in the discussion of historical and contemporary developments which have shaped the technology and content of the mass media. They are expected to identify both changes and continuity in media programming, ethical decision-making, and public attitudes toward media performance. students should be able to connect the media's impact upon other societal institutions such as family, education, religion and government.

*Indicates enhanced activities for the Honors course.

1. 3 lec. The future world of mass communications.

Size and scope of media's technological logical impact on world today and tomorrow, including use of the Internet.

*Honors students will locate and evaluate print and Internet sources for media journal or blogs.

2. 3 lec. The ~~communications~~ Communications process.

Overview of communications from primitive cultures to the satellite age. A study of media terminology research emphasizing source credibility and the inter-media completion of an audience.

3. 3 lec. Mediated culture.

The effect of media on our social habits, those we idolized, our philosophy and religion. Development of an aesthetic approach to critiquing media's impact on our culture.

*Honors students will research and report on examples of how the media is effecting modern culture.

4. 6 lec. American journalism from the Colonial Press to Cable TV news.

Overview of the newsgathering media in these historical eras:

- a. 1690-1790: role of colonial papers in securing press freedoms.
- b. 1790-1830: political press domination.
- c. 1830-1900: The Penny Press and personal journalism.
- d. 1900-present: the press as big business.

*Honors students will compare two (2) local papers ~~as~~ or newspaper websites as to content and coverage.

5. 3 lec. The changing shape of American magazines.

Shifts of trends from 1740's to present involving periodicals going from mass appeal to specialized formats.

6. 6 lec. Radio before and after TV.

Comparison of radio's Golden Age of 1920's, 1930's, 1940's, with the current medium's current musical and talk formats.

7. 6 lec. Impact of TV, cable, and the Internet.

Understanding of the TV business from its roots in the 1920's to today's cable and Internet technology.

*Honors students will critique the differences and similarities between broadcast and cable networks.

8. 3 lec. The movies.

An overview of U.S. and world film-making from the 1890's to the present.

9. 3 lec. Advertising.

Study of how commercials are made and the impact of ads on our consumer culture.

10. 3 lec. Government and the media.

Comparison of press-government relations worldwide with emphasis on uniqueness of the U.S.'s First Amendment, libel, copyright, and pornography laws. Special focus on the press and the presidency.

11. 3 lec. Public access to the media.

The economic foundation of the media and related problems of media monopolies.

12. 3 lec. Minorities, women, and the media.

concepts by which women and minorities have been treated by the mass media.

*Honors students will present a case study of how a specific minority group has been depicted in the media over time and assess any changes made.

13. Job opportunities in communications field.

Career information relating to jobs in the communications field. Journalism, broadcasting, film, and cable.

*Honors students will spend a day with a media professional and report their impressions in media journal.

CURRICULUM & INSTRUCTION COUNCIL

MARCH 12, 2012

REVISED COURSES – SECOND READING

Human Services and Technology

1. Criminal Justice Academies 088, Campus Law Enforcement Update
2. Fire Officer Training 008A, S-339 Division/Group Supervisor All Risk
3. Manufacturing Technology 011, Basic Mechanical Blueprint Reading

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* last

SANTA ANA COLLEGE COURSE OUTLINE
DISCIPLINE, NUMBER, TITLE: Criminal Justice Academies 088, Campus Law Enforcement Update

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Criminal Justice Academies 088
 Campus Law Enforcement Update
 Units: 0.68
 Class Hours:

Lecture Hours: None
 Laboratory Hours: 3240
 Arranged Hours: None
 Total Semester Contact Hours: ~~None~~40

PREREQUISITE(S)

~~Prerequisite Criminal Justice Academies 100 or 021.~~
Must be a California POST peace officer, reserve POST California peace officer or employee of a California educational institution."

This course is designed to expand the knowledge of peace officers working a campus environment. The course will include a history of campus law enforcement, legal authority, laws and liability, responsibility in learning environment, campus conduct and the discipline process as it relates to students.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15712</u>	I	1	20
SAM Priority Code:	B-C - Advance Occupational 210500--	Repeatability:		
TOPS Code:	Administration of Justice	<u>210550 - Police Academy</u>	R3 - Repeatable x3	
Topics Course:	No			

Open Entry/Exit: NO
Grading Options: Letter Grade or
P/NP
Curriculum Office Use Only.

Department Chair Approval Date: 12/05/11 by: John Finch
Divison Chair Approval Date: 12/07/11 by: Kristina Ross
Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

ROLE & RESPONSIBILITY OF SCHOOL POLICE - LAB 2.0 HOURS

The specific mission of a campus police department from an administrative prospective

LAWS AND LIABILITY - LAB

6

8.0 HOURS

Review of specific laws and liability issues related to a campus environment

TACTICAL AWARENESS - LAB

6

8.0 HOURS

The special considerations of responding to a tactical situation on a school campus

COMMUNITY ORIENTED POLICING - LAB

4

2.0 HOURS

COP as it relates to a campus community. Why it is important?

MEDIATION/CONFLICT RESOLUTION - LAB

4

6.0 HOURS

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#2

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Officer Training 008A, S-339 Division/Group Supervisor S-339 All Risk

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Officer Training 008A

S-339 Division/Group Supervisor S-339 All Risk

Units: 0.45

Class Hours:

Lecture Hours: 24

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~24

PREREQUISITE(S) None

Designed for Fire Personnel qualifying within the Incident Command System as a Division Group Supervisor. Course focuses on the management skills required of a Division Group Supervisor.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15715</u>	I	1 10
SAM Priority Code:	B - Advance Occupational	Repeatability:	
TOPS Code:	213300 - Fire Technology	NR-R3 - Non-Repeatable: D, F, NC, W <u>Repeatable</u> <u>x3</u>	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 12/06/11 by: Terri WannDivision Chair Approval Date: 12/16/11 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

INTRODUCTION - 1 LEC HOUR

Overview of course objectives, content and student responsibilities.

DESCRIPTION & ORGANIZATION - 1 LEC HOUR

Introduction to division/group concept within the ICS organization.

MAJOR RESPONSIBILITIES AND PROCEDURES - 1 LEC HOUR

Overview of major responsibilities. Familiarization with tools, forms, and resources necessary for carrying out duties. Chain of command, reporting and documentation responsibilities.

TASK ASSIGNMENT - 4 LEC HOURS

Assignment of tasks to subordinates utilizing time requirement and specific geographic references.
Implementation of Incident Action Plan for Division/Group.

ACTIVITY COORDINATION - 4 LEC HOURS

Identification of specific areas or tasks which involve coordination. Coordination of activities with adjacent Division/Groups. Communication responsibilities with other division/groups.

CHANGES IN STATUS - 2 LEC HOURS

Reporting status changes. Determination of need for assistance due to slow progress or unexpected events. Identification of corrective action. Coordination within the Incident command system for remediation.

DEVELOPING SITUATION REPORT - 3 LEC HOURS

Gathering information. Typical report components. Reporting special occurrences or events.

MANAGING LOGISTICS PROBLEMS WITHIN THE DIVISION/GROUP - 3 LEC HOURS

Identifying logistical problems, obtaining pertinent information, determining and implementing solutions.

MAINTAINING A UNIT LOG - 3 LEC HOURS

Recording division/group actions. Collection, maintenance and transmission of records and logs.

SUMMARY AND REVIEW - 2 LEC HOURS

Summary and review of course material.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: Fire Officer Training 008A, S-339 Division/Group Supervisor S-339 All Risk

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required: National Wildland Coordinating Group. Fireline Handbook (NFES 0065), National Wildland Coordinating Group, 01-01-2006

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#3
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Manufacturing Technology 011, Basic Mechanical Blueprint Reading
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Manufacturing Technology 011

Basic Mechanical Blueprint Reading

Units: 2

Class Hours:

Lecture Hours: 32

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~32

PREREQUISITE(S) None

Reading and interpreting blueprints for manufacturing technologies. (Same as Engineering 011.)

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15755</u>	I	1 10
SAM Priority Code:	D-C - Possible Occupational	Repeatability:	
TOPS Code:	-	<u>95630 - Machining and Machine Tools</u>	NR - Non-Repeatable: D, F, NC, W
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 10/31/11 by: Dietrich KanzlerDivison Chair Approval Date: 12/13/11 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

1. Drawing basics - basic layout, scale, sheet formats, line types (2 hrs)
2. Geometry & shape description - projection theory, foreshortening (2 hrs)
3. Orthographic views - orthographic projection, 1st/3rd angle projection, practice (6 hrs)
4. Other views - auxiliary, sections (4 hrs)
5. Dimensioning - complete dimensioning, dimensioning rules, layout (baseline, chain, direct) (4 hrs)
6. Tolerancing - tolerance forms, fits (4 hrs)
7. Assemblies - assembly drawings, bill of materials, item list (2 hrs)
8. Annotations/features - centerlines, breaks, symbols, notes, (4 hrs)
9. Threads - thread types, callouts, fasteners (4 hrs)

DISCIPLINE, NUMBER, TITLE: Manufacturing Technology 011, Basic Mechanical Blueprint Reading
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Barsamian and Gizelbach. *Machine Trades Print Reading*, ed. Goodheart-Wilcox Co., Inc., 2010.
ISBN: 1-56637-594-0. \$52.50

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. ~~Students will learn the graphical communication techniques of engineering drafting. Students will also Reading and Writing~~ Students will communicate with fellow students and the instructor through class exercises and the Internet. Students will learn the graphical communication techniques of engineering drafting.

5 - Essential-
always try to
achieve

Thinking and Reasoning

1. Students will develop an understanding of the course concepts and apply them to different problems (e.g., apply rules of drafting to different part shapes). Students will learn to acquire, organize, utilize, and develop an understanding of geometric shapes and spatial environments, especially as they relate to engineering design and drafting.

5 - Essential-
always try to
achieve

Information Management

1. Students will use the textbook, printed handouts, Internet media, and other reference materials to locate and evaluate information (such as course assignments and drafting standards publications). Students will use computer technology to produce and present class assignments.

3 -
Important-
sometimes

Diversity

DATE: March 6, 2012
TO: Curriculum and Instruction Council
FROM: Counseling
RE: Guidelines for Implementing Catalog Policy for Plan A only

In the interest of aligning the policy in our current catalog with past catalogs and streamlining the path to graduation for our students, please consider the following proposal:

- Allow the elimination of the Computer Skills and Applications Requirement to be applied to students graduating under catalogs prior to 2012 – 2013.

Please note, this is a guideline to clarify the way we implement what's in the catalog. It is not a catalog change.

Rationale: The Computer Skills and Applications Requirement was implemented in the 1999 – 2000 catalog with the understanding that a Proficiency Test would be developed so students could meet this requirement without adding additional units to the AA degree. Since that time, an Information Management (Information & Technology) Core Competency has been embedded in the Course Outline of Record allowing this skill to be addressed at the department level.