

# Curriculum Committee Meeting Agenda

## Voting Committee Members

Katy Jablonski (Chair)(WR)  
Kristen Booth (VChair)(PreC)  
P.K. Hoffman (Arts & Hum)  
Linnea Jaeger (ESOL)

Zip Krummel (Social Sci)  
Pam Morse (Math)  
Emilie Miller (Science)  
Mimi Pentz (Nurs/Hlth Occ)

John Schoppert (Library)  
Stephen Shwiff (Inst Dean)  
Andrea Ware (CTE)

## Non-Voting Committee Members

Susan Lewis (Curriculum)

Dawn Sallee-Justesen (Student Services)

## Support Staff

Gail Gilliland (Curriculum)

## Guests

Jen Kamrar

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**April 5, 2019 11:00 am – 2:00 pm**

Katy Jablonski's home – address provided in email

## Information items (no voting or discussion required):

1. none

## Business:

1. Approval of March 14, 2019 minutes <sup>1</sup>

## Submissions <sup>2</sup>: (times are estimates)

1. Zip Krummel (11:10 – 11:20 am)
  - PSY 101 Psychology and Human Relations (CLO update)
  - PSY 201A General Psychology (CLO update)
  - PSY 202A General Psychology (CLO update)
  - PSY 213 Introduction to Behavioral Neuroscience (CLO update)
  - PSY 214 Introduction to Personality (CLO update)
  - PSY 215 Human Development (CLO update)
  - PSY 216 Social Psychology (CLO update)
  - PSY 222 Family and Intimate Relationships (CLO update)
  - PSY 231 Human Sexuality I (CLO update)
  - PSY 232 Human Sexuality II (CLO update)
  - PSY 239 Introduction to Abnormal Psychology (CLO update)
2. Jen Kamrar (11:20 – 11:30 am)
  - ENG 105 Introduction to Literature: Drama (CLO update)
  - SPA 101 First Year Spanish – First Term (CLO update)
  - SPA 102 First Year Spanish – Second Term (CLO update)
  - SPA 103 First Year Spanish – Third Term (CLO update)
  - SPA 201 Second Year Spanish – First Term (CLO update)
  - SPA 202 Second Year Spanish – Second Term (CLO update)
  - SPA 203 Second Year Spanish – Third Term (CLO update)
  - WR 241 Creative Writing – Fiction (CLO update)

- WR 242 Creative Writing—Poetry (CLO update)
  - WR 243 Creative Writing: Script Writing (CLO update)
  - WR 244 Adv. Creative Writing – Fiction (CLO update)
  - WR 245 Adv Creative Writing—Poetry (CLO update)
  - WR 246 Advanced Creative Writing: Editing and Publishing (CLO update)
  - WR 247 Advanced Creative Writing: Script Writing (CLO update)
3. Kristen Booth (11:30 am – 12:00 pm)
- ED 101 Teachers Make a Difference: Exploring the K-5 Classroom (New LDC Course)
  - ED 219 Civil Rights & Multicultural Issues in Educational Settings (New LDC Course)
    - i. ED 219 Gen Ed Request
    - ii. ED 219 Cultural Literacy Request

Discussion Items:

1. Status of remaining courses that have not completed CLO update? <sup>3</sup>
2. Revision of policy in AAS limiting number of Gen Ed courses that may be designated as required by the program. <sup>4</sup>
3. Annual schedule of meetings – to front load or not to front load schedule? <sup>5</sup>
4. New program adoption process/guidelines <sup>6</sup>
5. 2018-19 Year-End Summary review <sup>7</sup>

Next Meeting: September, 2019

Attachments: <sup>1</sup> March 14, 2019 minutes; <sup>2</sup> Submissions: 2 New Courses, 1 Gen Ed Request, 1 Cultural Literacy Request, 25 CLO updates; <sup>3</sup> Courses needing to complete CLO update; <sup>4</sup> General Education AAS policy regarding limitation of programmatic Gen Ed courses; <sup>5</sup> Scheduling options; <sup>6</sup> New program adoption process/guidelines; <sup>7</sup> 2018-19 Year-End Summary

## Curriculum Committee Minutes

March 14, 2019, 3:30pm – 5:00pm

Location: TDC Room 3.218 (SS Conference Room) and Hood River Room 1.209 (conference room)

### PRESENT

#### Voting Committee Members

Katy Jablonski (Chair) (WR) (remote arriving at 4:56)  
Kristen Booth (VChair) (Pre-College)(leaving 4:24)  
P.K. Hoffman (Arts and Humanities)  
Linnea Jaeger (ESOL)  
Zip Krummel (Social Science)

Emilie Miller (Science)  
Pam Morse (Math)  
Mimi Pentz (Nursing/Health Occupations) arriving at 4:00pm  
Stephen Shwiff (Instructional Dean)  
Andrea Ware (CTE) (remote)

#### Non-Voting Committee Members

Susan Lewis (Curriculum)  
Dawn Sallee-Justesen (Student Services)

#### Guests

Doris Jepson, Mary Kramer

#### Support Staff

Gail Gilliland (Curriculum)

### Absent

#### Voting Committee Members

#### Non-Voting Committee Members

Item	Discussion	Action
Call to Order	Meeting called to order by Kristen Booth, Vice Chair at 3:35pm	
Informational item:		
Course inactivations: BA 203, BA 215, BA 233, BA 238, BA 239, BA 242	The following courses will be inactivated: BA 203, BA 215, BA 233, BA 238, BA 239, BA 242 Brief explanation of inactivation history of these courses. I.e. low enrollment, etc.	

<b>Business:</b>		
Approval of February 21, 2019 minutes	<b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Linnea Action: 7 in favor – 0 opposed – 0 abstention
CC Retreat location	The Curriculum Committee (CC) retreat will be held April 5 <sup>th</sup> from 11:00am to 2:00pm at Katy Jablonski's home. Katy has not arrived at the CC meeting, at this time. We will get the address from her later and e-mail it to the CC. Lori has been invited. Katy arrives at 4:46 and will e-mail the address to everyone.	
<b>Submissions:</b>		
Consent Agendas (2) <ul style="list-style-type: none"> <li>Accounting/Bookkeeping Degree <ul style="list-style-type: none"> <li>Remove BA242</li> </ul> </li> <li>Administrative Assistant Degree Intro to Office Software Or Administrative Assistant Certificate Elective (REMOVE the "OR Administrative Assistant Certificate Elective option and leave CAS 133 as a requirement.)</li> </ul>	These are degrees and certificates with minor revisions. These consent agendas are approved as a package.  <b>Motion: approve as written</b>	Motion: Linnea 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
HST 104 History of the Middle East (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Linnea Action: 7 in favor – 0 opposed – 0 abstention

HST 110 World History I: Ancient to Medieval (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Andrea Action: 7 in favor – 0 opposed – 0 abstention
HST 111 World History I: Medieval to Modern (CLO update)	<b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Emilie Action: 7 in favor – 0 opposed – 0 abstention
HST 112 World History I: Early Modern to Present (CLO update)	<b>Motion: approve as written</b>	Motion: Linnea 2 <sup>nd</sup> : Zip Action: 7 in favor – 0 opposed – 0 abstention
HST 201 History of the US to 1840 (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
HST 202 History of the United States 1840-1914 (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
HST 203 History of the United States 1914 to present (CLO update)	<b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Zip Action: 7 in favor – 0 opposed – 0 abstention
HST 218 American Indian History (CLO update)	<b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Zip Action: 7 in favor – 0 opposed – 0 abstention

HST 225 History of Women, Sex, and the Family (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
HST 270 History of Mexico (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
ENG 104 Introduction to Literature: Fiction (CLO update)	Susan explains the descriptions and content were slim. The revisions made are primarily to add more information for how the CLO is addressed. Texts and Assessment strategies are not required in CLO revisions  <b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
ENG 106 Introduction to Literature: Poetry (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
ENG 214 Literature of the Pacific Northwest (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
ENG 237 Working Class American Literature (CLO update)	<b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Emilie Action: 7 in favor – 0 opposed – 0 abstention

ENG 253 American Literature to 1865 (CLO update)	<b>Motion: approve as written</b>	Motion: Emilie 2 <sup>nd</sup> : PK Action: 7 in favor – 0 opposed – 0 abstention
ENG 254 American Literature from 1865 (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
ENG 260 Introduction to Women Writers (CLO update)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
MA 117 Medical Office Administrative Procedures (Crs Revision: req, des)	Mimi informs the Curriculum Committee that all of the MA courses are requisite changes, with revised descriptions to reflect the new requisites. Feedback from clinics in the area suggest that CGCC students'/program graduates are in need of better writing skills. Writing 115 is the skill level that is needed. Content in WR 115 is better suited to the MA student. The MA program has a WR 121 requirement. Some of these MA courses will remove their limited entry in the future. <b>Motion: approve as written</b>	Motion: Andrea 2 <sup>nd</sup> : Zip Action: 7 in favor – 0 opposed – 0 abstention
MA 122 Medical Office Assistant 2 (Crs Revision: req, des)	MA 122 revision allows students opportunity to take this course in a different term. <b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention

MA 123 Medical Office Clinical Procedures (Crs Revision: req, des)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
MA 131 Pathophysiology for the Medical Assistant (Crs Revision: req, des)	<b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
MA 132 Medical Office Assistant 3 (Crs Revision: req, des)	This course is to be taken in the program's last term, as corequisite to the final year practicum.  <b>Motion: approve as written</b>	Motion: Andrea 2 <sup>nd</sup> : Linnea Action: 7 in favor – 0 opposed – 0 abstention
MA 136 Medications (Crs Revision: req, des)	MA 136 students need the skills to be able to do conversions to calculate doses, hence the math prerequisite.  <b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Pam Action: 7 in favor – 0 opposed – 0 abstention
MA 180 Coding and Reimbursement (Crs Revision: req, des)	MP 111 is change from a prerequisite to prerequisite/concurrent.  <b>Motion: approve as written</b>	Motion: Pam 2 <sup>nd</sup> : Emilie Action: 7 in favor – 0 opposed – 0 abstention
MA 270 Clinical Practicum (Crs Revision: req, des)	This change does impact other departments; however, it is an impact with no impact. Katy phones in 4:46pm Doris arrives at 4:46pm  <b>Motion: approve as written</b>	Motion: Zip 2 <sup>nd</sup> : Andrea Action: 8 in favor – 0 opposed – 0 abstention

Electro-Mechanical Technology (Certificate Suspension, Teach Out Plan, Termination Checklist)	<p>Mary Kramer presents the Em-Tech certificate suspension. The new Em-Tech certificate will replace this certificate, providing students a preferable shorter term first year path. The Wind Turbine course is being removed. Em-Tech is no longer specific to wind energy. The program is continually being evolved to meet industry needs.</p> <p><b>Motion: approve as written</b></p>	<p>Motion: Andrea 2<sup>nd</sup>: Pam Action: 7 in favor – 0 opposed – 0 abstention</p>
CAS 134 Introduction to Google Drive (New Course)	<p>Andrea explains that this course is to be included in the Administrative Assistant degree. Many people are moving from Microsoft Office to Google Docs. CAS 134 is a general overview of Google Drive and not an in-depth course. Currently, it will not replace taking the Word class as students need instruction in both Microsoft Office and Google Drive to be very well prepared. Possibly in the future we might see changes in some of the certificates which may include CAS 134.</p> <p>Stephen would like to add CAS 134 to the Business degree and wonders if the inclusion can be done by a consent agenda. Susan agrees that the inclusion can be accomplished with a consent agenda.</p> <p><b>Motion: approved as amended</b></p> <p><b>Amendment: Section #2 Administrative Asst AAS credit count revised to say 95 credits rather than 90</b></p>	<p>Motion: Zip 2<sup>nd</sup>: Stephen Action: 7 in favor – 0 opposed – 0 abstention</p>
Administrative Assistant AAS (Degree Revision: crs, creds)	<p>Current 95 credits increasing to 103 credits. There are 4 credits of math that are now included that were a hidden requirement.</p> <p>Advisory meeting date needs to be edited from 10/26/19 to 10/26/18.</p>	<p>Motion: Mimi 2<sup>nd</sup>: Emilie Action: 8 in favor – 0 opposed – 0 abstention</p>

	<p>Mimi arrives at 4:04pm Curriculum Committee is encouraged to count credits and check for over 30% change in revisions.</p> <p><b>Motion: approve with correction</b></p> <p><b>Correction: Date of Advisory Committee meeting changed from 10/26/19 to 10/26/18</b></p>	
Management AAS (Degree Suspension, Teach Out Plan, Termination Checklist)	<p>Stephen explained the suspension of the Management AAS. Students will be identified and offered any needed courses or provided an opportunity for independent study next year. Student Services will contact the remaining students. Only two courses from this degree are being canceled. BA 233 may be problematic. The rest of the courses are in the new degree. A revision of the degree was not possible as the revision involves over 30% change. The new Entrepreneurship AAS will have 12 additional credits. This includes a capstone and the currently hidden math credits. Hopefully, students will take the new degree. Dawn will work with Stephen regarding language to inform students.</p> <p>Mary Kramer arrives 4:11pm</p> <p><b>Motion: approve as written</b></p>	<p>Motion: Zip 2<sup>nd</sup>: Andrea Action: 8 in favor – 0 opposed – 0 abstention</p>
Marketing (Certificate Suspension, Teach Out Plan, Termination Checklist)	<p>Stephen presents Marketing suspension. No students are taking this certificate. The actual marketing course will remain in the entrepreneurial degree/certificate and will be online.</p> <p>4:24 Kristen (Vice Chair) leaves Stephen will lead the rest of today's meeting, in absence of Chair and Vice-Chair.</p> <p><b>Motion: approve as written</b></p>	<p>Motion: Pam 2<sup>nd</sup>: Andrea Action: 7 in favor – 0 opposed – 0 abstention</p>

<b>Discussion Items: New Ed Degree</b>	Susan presents the topic of the new Ed program being developed. It will be a teacher prep pathway articulated with OSU. The student will earn the AAOT and then take certain courses. Kristen is designing a few new courses to be added to this new program. Two new OSU courses, ED 219 and practicum, are being developed. Three educational math classes, MTH 211, 212, 213 are being developed by Pam and Annette. Zip has extensive K-5 experience and would be interested in creating a PSY course for K-5. The goal is for the pathway to be available for fall 2019. Courses will need to be approved prior to fall. These new courses will be presented at the retreat, as well as CLO's and the program development approval process/guidelines.	
<b>Adjourn: 5:00pm</b>	Zip moves and Andrea 2nds	
<b>Next Meeting: April, 2019 11:00 – 2:00pm Location: Katy Jablonski's home Lyle, WA</b>		

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 101	Course Title:	Psychology and Human Relations
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships. 2. Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships. 3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and professional interactions. 4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course Outcomes:  4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.  Course Content:  Students will demonstrate knowledge of effective listening strategies, particularly active listening and paraphrasing as a means of increasing understanding and reducing conflict.  Students will demonstrate knowledge of common patterns of interpersonal conflict, and how to develop more effective strategies for managing conflict. Throughout the course, students will have the opportunity to present, both orally and in written form, topics within the field of Human Relations, and must be able to cite the supporting research.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships.</p> <p>Course Content:</p> <p>Students will demonstrate knowledge of the relationship between cognition, emotion, culture and behavior as per the scientific research. Throughout the course, students will have the opportunity to practice and develop their critical thinking skills as applied to the review and analysis of current and past human relation topics as portrayed in the scientific literature. They will have opportunities to review the published research, explore alternative explanations, and engage in personal reflection.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and professional interactions.</p> <p>Course Content:</p> <p>Students will demonstrate knowledge of the basic distinctions among and causes of stereotypes, prejudice, and discrimination, and how to reduce these barriers to understanding others, both in their personal life and future profession.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>Course Content:</p>

#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Dr. Zip Krummel	zkrummel@cgcc.edu	2/20/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Psychology and Human Relations

**Course Number:** PSY 101

**Transcript Title:** Psychology and Human Relations

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Applies psychological principles to relationships in both personal and professional environments. Includes an overview of basic personality and social psychology concepts, as well as specific skill development in the areas of communication, listening, and conflict resolution. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Apply an understanding of psychological and social influences on human behavior to objectively analyze one's own interpersonal experiences and relationships.
2. Utilize intra- and interpersonal management skills to increase effectiveness in personal and professional relationships.
3. Use knowledge of culturally diverse practices to increase sensitivity and competence in a variety of social and professional interactions.
4. Communicate, listen, and manage conflict more effectively in personal and professional relationships.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Not Addressed</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:

1. Written and/or oral assignments designed to promote integration of class material with personal reflection, experience, and/or skill acquisition.
2. Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the course.

3. Participation in small group exercises and/or discussions, including skill-building exercises and activities within and outside the classroom.

## Course Activities and Design

Lecture, class discussions, video clips, small group skill practice sessions, self-assessment exercises.

## Course Content (Themes, Concepts, Issues and Skills)

1. Physiological, socio-cultural, and gender influences on perception, judgment, and communication.
2. Basic distinctions among and causes of stereotypes, prejudice, and discrimination, and how to reduce these barriers to understanding others.
3. The relationship between cognition, emotion, culture and behavior.
4. Effective listening strategies, particularly active listening and paraphrasing as a means of increasing understanding and reducing conflict.
5. Common patterns of interpersonal conflict, and how to develop more effective strategies for managing conflict.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 201A	Course Title:	General Psychology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	<p>Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific re-search, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.</p>		
Course Outcomes:	<p>Upon successful completion students should be able to:</p> <ol style="list-style-type: none"> <li>1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.</li> <li>2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.</li> <li>3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</li> <li>4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.</li> <li>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</li> </ol>		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.

4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

**SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:**

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a "major designation".**

- |   |   |
|---|---|
| 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )<br><br><input checked="" type="checkbox"/> major designation<br><b>**REQUIRED**</b> | <input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised<br><br>Course Outcomes:<br>1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.<br><br>Course Content: |
|---|---|

	<p>Students will demonstrate mastery through the various outcome assessments such as</p> <ul style="list-style-type: none"> <li>• written assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Written or oral assignments designed to stimulate critical thinking.</li> <li>• Active participation in class discussion.</li> <li>• In-class participation in individual and group exercises, activities, or class presentations.</li> <li>• Design and completion of research projects.</li> <li>• Participation in online discussions and/or completion of assignments through electronic media.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate mastery through the various outcome assessments such as</li> <li>• written assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Written or oral assignments designed to stimulate critical thinking.</li> <li>• Active participation in class discussion.</li> <li>• Design and completion of research projects.</li> <li>• Participation in online discussions and/or completion of assignments through electronic media.</li> </ul> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Identify the skills necessary to be a good critical thinker and apply these skills to specific examples.</li> <li>• Distinguish among empiricism and common sense.</li> <li>• Compare hypotheses and theories. Explain what makes a hypothesis testable and why that is important.</li> <li>• Describe how the scientific method works, the steps involved, and why it is important in psychology.</li> <li>• Explain what makes a sample representative, and discuss the problem of sampling bias.</li> <li>• Describe the basic elements of an experiment and problems that can invalidate experimental results, such as lack of control, experimenter bias, subject bias, and placebo effects.</li> <li>• Design an original experiment that could be carried out in the real world with proper ethical standards.</li> <li>• Understand and calculate the basic descriptive statistics, including measures of central tendency such as the mode, median and mean, and measures of variability, including the range and standard deviation.</li> <li>• Discuss correlation in relation to prediction and causation. Explain the</li> </ul>

	<p>meaning of statistical significance.</p> <ul style="list-style-type: none"> <li>• Recognize the limitations of generalizing the results of experimental and descriptive research.</li> <li>• Apply classical conditioning to personal experiences and identify the components of classical conditioning.</li> <li>• Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.</li> <li>• Describe and give examples of the schedules of reinforcement.</li> <li>• Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major   <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major   <input type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</p> <p>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <p>Course Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists.</li> <li>• Identify and discuss cultural and social influences on perception.</li> <li>• Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.</li> <li>• Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.</li> <li>• Discuss the physiology and the psychology (including cultural components)</li> </ul>

	of adolescence and aging.
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised Course Outcomes: <ul style="list-style-type: none"> <li>Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</li> </ul> Course Content: <ul style="list-style-type: none"> <li>Design an original experiment that could be carried out in the real world with proper ethical standards.</li> <li>Compare the following research methods used to investigate hereditary influence: family studies, twin studies, and adoption studies. Define heritability.</li> <li>Describe Darwin's principles of natural selection and fitness. Explain the importance of genetic variations.</li> <li>Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.</li> <li>Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.</li> <li>Understand the complex interaction of nature and nurture in human development.</li> <li>Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making.</li> <li>Explain the major theories of language acquisition, the structure of language, and the major milestones in language development.</li> </ul>

Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	02/20/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

# Introduction to Psychology - Part 1

**Course Number:** PSY 201A

**Transcript Title:** Intro to Psychology - Part 1

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** Yes

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in scientific research, biological psychology, sensation and perception, learning theory, memory, language, cognition, consciousness, and human development. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 201A is the first term of a two-term sequence in introductory psychology. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Articulate how psychological research adheres to ethical and scientific principles, and communicate the difference between personal views and scientific evidence in understanding behavior.
2. Delineate the credentials, skills, and experiences required for a career path in psychology and identify broad career opportunities associated with the various subfields of psychology at different educational levels.
3. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.
4. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.
5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Not Addressed</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate achievement of these outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. In-class participation in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.

## Course Content (Themes, Concepts, Issues and Skills)

- Describe what psychology is currently and how it differs from common sense.
- Describe the historical development of the field of psychology, including the contributions of women and people of color. Recognize the impact of ideas about race, class and gender on early psychologists as well as modern psychologists.
- Compare and contrast the major schools of psychology, their proponents and their ideas about what the field of psychology should study.
- Distinguish between applied and basic psychology.
- Compare and contrast the modern research areas in psychology as well as today's clinical/applied specialties.
- Recognize and describe the impact of cognitive psychology, evolutionary psychology and biopsychology on the field of psychology today.
- Describe the emergence of evolutionary psychology as theoretical perspective in psychology. Define the basic premise of evolutionary psychology. Describe the relationship between evolutionary psychology and functionalism. Identify the criticisms of evolutionary psychology.
- Identify the skills necessary to be a good critical thinker and apply these skills to specific examples.
- Distinguish among empiricism and common sense.
- Compare hypotheses and theories. Explain what makes a hypothesis testable and why that is important.
- Describe how the scientific method works, the steps involved, and why it is important in psychology.
- Compare and contrast the basic descriptive/correlational research methods in terms of their procedures and advantages/disadvantages.
- Explain what makes a sample representative, and discuss the problem of sampling bias.
- Describe the basic elements of an experiment and problems that can invalidate experimental results, such as lack of control, experimenter bias, subject bias, and placebo effects.
- Compare the experimental method to descriptive correlational methods of research.
- Design an original experiment that could be carried out in the real world with proper ethical standards.
- Understand and calculate the basic descriptive statistics, including measures of central tendency such as the mode, median and mean, and measures of variability, including the range and standard deviation. Discuss correlation in relation to prediction and causation. Explain the meaning of statistical significance.
- Recognize the limitations of generalizing the results of experimental and descriptive research.
- Describe how human participants in research experiments are safeguarded by ethics. Discuss the use of deception in psychological research and the conditions that must be met when deception is used.
- Explain why animals are used in research and how they are safeguarded by ethics.
- Describe what a neuron is, what it looks like, what parts all neurons have and what functions these parts have. Describe how an action potential works and its important properties.
- Identify common neurotransmitters and how they affect behaviors.
- Describe the organizational structure of the human nervous system and the functions of each component.
- Compare and contrast the hindbrain, midbrain, and forebrain. Describe the hindbrain structures and their functions. Describe the midbrain structures and their functions. Describe the forebrain structures and their functions including the cerebral cortex, limbic system, hypothalamus, and thalamus.
- Compare hormones and neurotransmitters. Describe the endocrine system and how it is linked to the central nervous system. Explain how the major glands in the endocrine system affect behavior.
- Describe basic genetic principles such as chromosomes, genes, DNA, dominant and recessive genes, and genetic relatedness. Differentiate genotype and phenotype.
- Compare the following research methods used to investigate hereditary influence: family studies, twin studies, and adoption studies. Define heritability.
- Describe Darwin's principles of natural selection and fitness. Explain the importance of genetic variations.
- Define learning and conditioning.
- Compare and contrast classical conditioning, operant conditioning and observational (social) learning in terms of their proponents, major concepts and limitations.

- Apply classical conditioning to personal experiences and identify the components of classical conditioning.
- Apply operant conditioning to personal experiences and generate examples of positive reinforcement, negative reinforcement, primary re-enforcers, secondary re-enforcers and punishment.
- Describe and give examples of the schedules of reinforcement.
- Recognize the strengths and limitations of punishment as an agent of behavior change.
- Describe and apply the principles of observational learning.
- Understand the role of different parts of the brain and different neurotransmitters in learning.
- Explain biological constraints on learning and describe the evolutionary perspective on learning.
- Identify and apply the perceptual and behavioral effects of basic principles of psychophysics, including thresholds, signal detection theory, sensory adaptation and overload, and selective attention.
- Explain the process by which sensory input travels from the physical world to the brain, including sense receptors, sensory neurons, and the basic structures of the eye and ear.
- Describe the most common principles of perceptual organization, including basic visual illusions, Gestalt principles, constancies, binocular and monocular cues, and apply these principles to real-life examples of perceptual errors.
- Describe the physiological and psychological processes involved in the perception of pain.
- Identify and discuss cultural and social influences on perception.
- Distinguish between popular opinion and scientific evidence regarding subliminal perception and extra-sensory perception.
- Understand the challenges involved in defining consciousness.
- Discuss the impact of circadian rhythms on alertness and performance.
- Describe the stages of sleep, the physiological, cognitive, and emotional benefits of sleep, along with common problems associated with sleep deprivation, and apply this information to one's own sleep patterns and performance.
- Describe the four most popular theories of dreaming, including supporting evidence for the theories where applicable.
- Identify and explain the physiological and psychological components (including cultural expectations) of various altered states of consciousness, such as hypnosis, meditation, and out-of-body experiences.
- Distinguish among the various classifications of psychoactive drugs, along with the physiological and psychological (including cultural) effects of each.
- Understand the complex interaction of nature and nurture in human development.
- Trace the progress of physical development through infancy into childhood and adolescence.
- Describe the major theories and milestones in cognitive development (including language) from birth through adolescence.
- Discuss attachment, gender identity, and moral reasoning as elements of social development.
- Discuss the physiology and the psychology (including cultural components) of adolescence and aging.
- Understand the role of life transitions in healthy development.
- Understand the reconstructive nature of memory and its applications to real-life issues such as eyewitness testimony and false memory.
- Identify and describe the various physiological processes and structures involved in memory.
- Apply concepts in encoding, memory consolidation, and forgetting to everyday memory tasks (such as studying).
- Discuss current evidence and arguments on both sides of the recovered memory controversy.
- Describe and apply the basic psychological biases that can interfere with rational thought and sound decision-making.
- Explain the major theories of language acquisition, the structure of language, and the major milestones in language development.
- Discuss research on animal language, and connect the evolutionary significance of animal language to that of human language.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 202A	Course Title:	General Psychology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. PSY 201A and 202A are not sequential and may be taken in any order. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: <ol style="list-style-type: none"> <li>1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.</li> <li>2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</li> <li>3. Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior.</li> <li>4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.</li> <li>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</li> </ol>		

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4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

**SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:**

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, "no changes" or "revised," noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a "major designation".**

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.</p> <p>Assessments:</p> <p>Students will demonstrate mastery through the various outcome assessments such as:</p> <ul style="list-style-type: none"> <li>• Written assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Written or oral assignments designed to stimulate critical thinking.</li> <li>• Active participation in class discussion(s).</li> <li>• In-class participation in individual and/or group exercises, activities, or class presentations.</li> <li>• Design and completion of research projects</li> <li>• Participation in online discussions and/or completion of assignments through electronic media</li> </ul> <p>Course Content:</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Written assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Written or oral assignments designed to stimulate critical thinking.</li> <li>• Active participation in class discussion(s).</li> <li>• Maintain and complete a personal journal relating psychology to personal life issues.</li> <li>• Design and completion of research projects</li> <li>• Participation in online discussions and/or completion of assignments through electronic media</li> </ul> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Explain human reasoning and problem-solving, the biases in intelligence testing and reasoning, the implications of these biases and the determinants of intelligence.</li> <li>• Describe the effective use of problem-solving techniques.</li> <li>• Describe the divergent thinking present in creativity.</li> <li>• Describe the nature of achievement motivation and how it applies to</li> </ul>

	<p>students' lives.</p> <ul style="list-style-type: none"> <li>• Describe the sexual response cycle and sexual motivation. Be able to critically evaluate the effects of sex research and sex education.</li> <li>• Describe the importance of communication and building communication skills in sexual relationships.</li> <li>• Be able to appreciate and have empathy for the challenges faced during sexual orientation development.</li> <li>• Describe how our body image affects our self-concept.</li> <li>• Describe the nature of emotion and how emotions are expressed.</li> <li>• Identify the components of emotion and compare theories of emotion.</li> <li>• Describe the role of cognition in emotion. Identify causes and consequences of anger. Describe how socio-cultural factors affect emotions and their expression (i.e. description of effects of facial expressions on emotion).</li> <li>• Develop an appreciation for cultural differences and similarities in emotional expression.</li> <li>• Define personality, discuss the role of culture in personality, and be able to identify the role personality traits and situational factors play in influencing human behavior.</li> <li>• Describe cultural variations in the emphasis on "self" and discuss how these variations affect the study of personality while describing the impact of individualism and collectivism on self-identity and social relationships.</li> <li>• Explain how defense mechanisms protect the individual from anxiety.</li> <li>• Summarize the important research on genetic influences on personality in terms of temperament and heritability.</li> <li>• List the characteristics of a fully functioning person and identify the important research on self-esteem.</li> <li>• Explain the criticisms of the behavioral and social learning perspectives, and discuss the concepts of optimism and pessimism, observational learning, learned helplessness, and reciprocal determinism.</li> <li>• Demonstrate the ability to design a hypothetical self-change project using Bandura's social-cognitive theory or Skinner's principles of operant conditioning.</li> <li>• Explain how personal control, delay of gratification, self-efficacy and locus of control are related to human personality and behavior.</li> <li>• Describe the characteristics of behavioral assessment.</li> <li>• Define psychological disorders and contrast the modern psychological view of such disorders with the historical perspective of the past.</li> <li>• List and refute the myths about abnormal behavior.</li> <li>• Describe and evaluate the medical model of abnormal behavior.</li> <li>• Discuss the evidence on culture and pathology. Differentiate among culturally relative, culturally bound, and culturally universal psychological disorders.</li> <li>• Compare and contrast mood disorders, anxiety disorders, Somatoform</li> </ul>
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	<p>disorders, dissociative disorders, sexual and gender identity disorders, eating disorders, personality disorders, and substance-related disorders.</p> <ul style="list-style-type: none"> <li>• Discuss the prevalence of various disorders and the timing of their onset.</li> <li>• Discuss biological and psychosocial theories of schizophrenia and their criticisms, and consider how schizophrenia differs across cultures.</li> <li>• List the signs of substance abuse and the components that interact to influence addiction and abuse, and distinguish between the biological and the learning models of addiction.</li> <li>• Distinguish between suicide attempters and completers. Cite some of the factors that may influence a suicide attempter and list the steps that can be taken to help a person who is suicidal.</li> <li>• Explain how genetic, neurochemical, cognitive, and interpersonal factors may be related to the development of mood disorders.</li> <li>• Demonstrate the ability to be an informed consumer of mental health services, with an awareness of the multiplicities of theoretical perspectives and treatment options available. Discuss which therapies work best for specific problems.</li> <li>• Discuss the pros and cons of individual self-help efforts as well as the successes, failures, and rationale of self-help groups.</li> <li>• Demonstrate the ability to access, utilize, and evaluate health care options using a sound knowledge base and an awareness of the factors that influence both disease and well-being.</li> <li>• Describe the nature of our appraisals of stress and discuss the effects of emotional arousal while addressing issues like life changes, hassles, frustrations and conflicts as contributors to stress. List some of the known environmental stressors.</li> <li>• Explain the concept of hardiness and its relationship to health.</li> <li>• Define burnout and list the known factors associated with burnout. List the factors associated with stress at work and explain why assertive behavior benefits mental health.</li> <li>• Discuss posttraumatic stress disorder and other psychological problems and disorders that can result from perceived stressors.</li> <li>• Compare optimistic and pessimistic explanatory styles and describe their relationship to locus of control.</li> <li>• Describe the physiological effects of stress, including effects on the immune system and recent research in psycho-immunology.</li> <li>• Identify and discuss the major coping strategies for dealing with stress while distinguishing between emotion-focused and problem-focused strategies.</li> <li>• Outline a plan for developing a stress-reduction program.</li> <li>• Discuss health-impairing and health-promoting activities.</li> <li>• Explain the principles of person perception and resulting interpersonal behavior.</li> <li>• Define the processes involved in relationships: liking, loving, and leaving another person, and the cultural variations in these processes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Explain how attitudes are formed and involved in making social judgments.</li> <li>• Identify the factors involved in conformity and obedience to authority, the major research studies involved, and the cultural parameters of conformity and obedience behaviors.</li> <li>• Be aware of influences of groups on individual behavior including the principles of deindividuation, groupthink, and social influence strategies, group productivity and social loafing, and the bystander effect.</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p align="center"><b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major   <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major   <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.</p> <p>5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.</p> <p>Course Content:</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Define the processes involved in relationships: liking, loving, and leaving another person, and the cultural variations in these processes.</li> <li>• Explain how attitudes are formed and involved in making social judgments.</li> <li>• Identify the factors involved in conformity and obedience to authority, the major research studies involved, and the cultural parameters of conformity and obedience behaviors.</li> <li>• Be aware of influences of groups on individual behavior including the principles of de-individualization, groupthink, and social influence strategies, group productivity and social loafing, and the bystander effect.</li> <li>• Describe cultural universals and cultural differences in therapy.</li> <li>• Discuss the evidence on culture and pathology. Differentiate among culturally relative, culturally bound, and culturally universal psychological disorders.</li> <li>• Explain how Freud’s theory has been a major influence on Western culture.</li> </ul>

	<ul style="list-style-type: none"> <li>Describe cultural variations in the emphasis on "self" and discuss how these variations affect the study of personality while describing the impact of individualism and collectivism on self-identity and social relationships.</li> <li>Identify the components of emotion and compare theories of emotion.</li> <li>Describe the role of cognition in emotion. Identify causes and consequences of anger.</li> <li>Describe how socio-cultural factors affect emotions and their expression (i.e. description of effects of facial expressions on emotion).</li> <li>Develop an appreciation for cultural differences and similarities in emotional expression.</li> </ul>
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes:  Course Content:

#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	02/20/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

- Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
- Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
- Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
- It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Introduction to Psychology - Part 2

**Course Number:** PSY 202A

**Transcript Title:** Intro to Psychology - Part 2

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** Yes

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20/\)](/courses/mth-20/) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121/\)](/courses/wr-121/).

## Recommended

[PSY 201A \(/courses/psy-201a/\)](/courses/psy-201a/)

## Course Description

Surveys the major concepts, theoretical perspectives, empirical findings, and historical trends in personality theory, psychological disorders, therapy, emotion, motivation, intelligence, health psychology, and social psychology. Provides an overview of popular trends, examines the overarching themes of heredity vs. environment, stability vs. change, and free will vs. determinism, and emphasizes the sociocultural approach which assumes that gender, culture, and ethnicity are essential to understanding behavior, thought, and emotion. Psychology 202A is the second term of a two-term sequence in introductory psychology. Recommended: PSY 201A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Analyze personal lifestyle and apply problem-solving techniques to situations while understanding the limitations of one's psychological knowledge and skills, recognizing that ethically complex situations can develop in the application of psychological principles.
2. Recognize and respect human diversity while anticipating that psychological explanations may vary across populations and contexts, and exhibit sensitivity to feelings, emotions, motives, and attitudes regarding specific behavioral concerns.
3. Recognize and explain the difference between personal views and scientific evidence and identify claims arising from myths, stereotypes, common fallacies, and poorly supported assertions regarding behavior.
4. Articulate the ways that psychological theories can facilitate personal, social, and organizational change, describe issues pertaining to psychological aspects of human dignity, and anticipate that psychological explanations may vary among populations and contexts.
5. Evaluate public and private assumptions concerning individual and group differences using a global and multifaceted sociocultural approach.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )

**Not  
Addressed**

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

## Outcome Assessment Strategies

Students will demonstrate achievement of these outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. In-class participation in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

- Explain human reasoning and problem-solving, the biases in intelligence testing and reasoning, the implications of these biases and the determinants of intelligence.
- Describe the effective use of problem-solving techniques.
- Describe the divergent thinking present in creativity.
- Describe the role of thought in language development.
- Compare motivational theories.
- Describe the nature of achievement motivation and how it applies to students' lives.
- Describe the sexual response cycle and sexual motivation. Be able to critically evaluate the effects of sex research and sex education.
- Describe the importance of communication and building communication skills in sexual relationships.
- Be able to appreciate and have empathy for the challenges faced during sexual orientation development.
- Describe how our body image affects our self-concept.
- Describe the nature of emotion and how emotions are expressed.
- Identify the components of emotion and compare theories of emotion.
- Describe the role of cognition in emotion. Identify causes and consequences of anger.
- Describe how socio-cultural factors affect emotions and their expression (i.e. description of effects of facial expressions on emotion).
- Develop an appreciation for cultural differences and similarities in emotional expression.
- Recognize the symptoms of anorexia nervosa and bulimia nervosa.
- Define personality, discuss the role of culture in personality, and be able to identify the role personality traits and situational factors play in influencing human behavior.
- Describe cultural variations in the emphasis on "self" and discuss how these variations affect the study of personality while describing the impact of individualism and collectivism on self-identity and social relationships.
- Compare and contrast the following psychological perspectives: psychoanalytic, behavioral, cognitive, humanistic, sociocultural, and biological theories and relate the different personality approaches to the following issues: innate vs. learned, conscious vs. unconscious and internal vs. external determinates.
- Explain how Freud's theory has been a major influence on Western culture.
- Explain how defense mechanisms protect the individual from anxiety.
- Critically evaluate the psychoanalytic perspective taking into account Freud's stages of psychosexual development, Freudian structures of personality (the id, ego, and superego), and modifications of Freudian theory by the neo-Freudians (Horney, Adler, and Jung).
- Summarize the important research on genetic influences on personality in terms of temperament and heritability.
- List the characteristics of a fully functioning person and identify the important research on self-esteem.
- Explain the criticisms of the behavioral and social learning perspectives, and discuss the concepts of optimism and pessimism, observational learning, learned helplessness, and reciprocal determinism.
- Demonstrate the ability to design a hypothetical self-change project using Bandura's social-cognitive theory or Skinner's principles of operant conditioning.
- Explain how personal control, delay of gratification, self-efficacy and locus of control are related to human personality and behavior.
- Describe the characteristics of behavioral assessment.

- Define what is meant by a personality inventory, identify some of the most popular instruments used in personality assessment, and outline the major differences between objective and projective tests while evaluating the pros and cons of both types of testing.
- Define psychological disorders and contrast the modern psychological view of such disorders with the historical perspective of the past.
- List and refute the myths about abnormal behavior.
- Describe and evaluate the medical model of abnormal behavior.
- How do psychologists identify, explain, and classify abnormal behavior? Explain what is meant by psychological well-being.
- Explain the DSM classification system and consider whether diagnostic labels help or hinder effective treatment.
- Discuss the evidence on culture and pathology. Differentiate among culturally relative, culturally bound, and culturally universal psychological disorders.
- Compare and contrast mood disorders, anxiety disorders, Somatoform disorders, dissociative disorders, sexual and gender identity disorders, eating disorders, personality disorders, and substance-related disorders. Discuss the prevalence of various disorders and the timing of their onset.
- Discuss biological and psychosocial theories of schizophrenia and their criticisms, and consider how schizophrenia differs across cultures.
- List the signs of substance abuse and the components that interact to influence addiction and abuse, and distinguish between the biological and the learning models of addiction.
- Distinguish between suicide attempters and completers. Cite some of the factors that may influence a suicide attempter and list the steps that can be taken to help a person who is suicidal.
- Identify the major categories of psychotherapy, evaluate the effectiveness of each, and describe the various types of mental health professionals involved in dispensing therapeutic services. List the characteristics that all psychotherapies have in common and explain the limitations of psychotherapy.
- Evaluate the effectiveness of biomedical therapies, including drug therapy, electroconvulsive shock therapy, and psychosurgery. Explain why psychologists might resort to biologically based therapies. List the ethical issues and concerns involved in the use of any of these treatment modalities.
- Explain how genetic, neurochemical, cognitive, and interpersonal factors may be related to the development of mood disorders.
- Describe each class of psychotropic drugs, and indicate the types of disorders for which they may be prescribed.
- Demonstrate the ability to be an informed consumer of mental health services, with an awareness of the multiplicities of theoretical perspectives and treatment options available. Discuss which therapies work best for specific problems.
- Explain the scientist-practitioner gap and discuss why it has developed.
- Discuss the pros and cons of individual self-help efforts as well as the successes, failures, and rationale of self-help groups.
- Identify the issues raised by deinstitutionalization and involuntary commitment, and explain the legal concept of insanity.
- Describe cultural universals and cultural differences in therapy.
- Explain the rationale of preventative mental health programs.
- Distinguish between health psychology and behavioral medicine.
- Demonstrate the ability to access, utilize, and evaluate health care options using a sound knowledge base and an awareness of the factors that influence both disease and well-being.
- Describe the nature of our appraisals of stress and discuss the effects of emotional arousal while addressing issues like life changes, hassles, frustrations and conflicts as contributors to stress. List some of the known environmental stressors.
- Explain the concept of hardiness and its relationship to health.
- Define burnout and list the known factors associated with burnout. List the factors associated with stress at work and explain why assertive behavior benefits mental health.
- Discuss posttraumatic stress disorder and other psychological problems and disorders that can result from perceived stressors.
- Compare optimistic and pessimistic explanatory styles and describe their relationship to locus of control.
- Describe the physiological effects of stress, including effects on the immune system and recent research in psycho-immunology.
- Identify and discuss the major coping strategies for dealing with stress while distinguishing between emotion-focused and problem-focused strategies. Outline a plan for developing a stress-reduction program.
- Discuss how personality, cognition, social environment, gender, and sociocultural variables are related to health and explain what contemporary psychologists mean by the term "health." List and explain the factors that influence whether or not social support is helpful.
- Discuss health-impairing and health-promoting activities.
- Explain what is meant by the psychology of being sick, in terms of when individuals adopt a sick role and seek medical care, and under which circumstances individuals comply with medical advice.
- Explain the principles of person perception and resulting interpersonal behavior.
- Discuss attribution theory and the fundamental attribution error.
- Define the processes involved in relationships: liking, loving, and leaving another person, and the cultural variations in these processes.
- Explain how attitudes are formed and involved in making social judgments.
- Identify the factors involved in conformity and obedience to authority, the major research studies involved, and the cultural parameters of conformity and obedience behaviors.
- Be aware of influences of groups on individual behavior including the principles of deindividuation, groupthink, and social influence strategies, group productivity and social loafing, and the bystander effect.
- Be able to evaluate the applications of the principles listed above in the current world of work.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 213	Course Title:	Introduction to Behavioral Neuroscience
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the role of the brain and nervous system in behavior, psychological functioning, and neurophysiological processes that underlie human development. Prerequisite: PSY 201A or BI 231. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: <ol style="list-style-type: none"> <li>1. Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes.</li> <li>2. Use an understanding of neurophysiology principles to associate the effects of psycho-pharmacology on human development and pathological behavior.</li> <li>3. Evaluate and understand the role of brain function in the development, diagnosis, and treatment of brain-based disorders.</li> <li>4. Apply an understanding of brain functioning to the conduct of one's own life.</li> <li>5. Apply knowledge of neurophysiology to include: attention, learning, perception of others and decision making.</li> </ol>		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised  Course Outcomes: <ul style="list-style-type: none"> <li>• Identify and name the brain’s neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes.</li> <li>• Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders.</li> </ul> Course Content: <ul style="list-style-type: none"> <li>• Describe the structures of the brain.</li> <li>• Discuss the divisions of the nervous system.</li> <li>• Describe the activity of the five neurotransmitter classes.</li> <li>• Discuss and contrast the various imaging techniques used to visualize the living brain.</li> <li>• Describe the symptom involved in Parkinson’s Disease and Huntington’s Chorea.</li> <li>• Describe the neurological changes involved in Alzheimer’s Disease.</li> <li>• Discuss the symptoms of Schizophrenia.</li> </ul> Assessments:  Students will demonstrate mastery by the following:
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	<ul style="list-style-type: none"> <li>Complete a research paper that conveys their understanding of a specific aspect of brain neuroanatomy and functioning.</li> </ul>
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised  Course Outcomes: <ul style="list-style-type: none"> <li>Demonstrate and apply an understanding of brain physiology and functioning to the conduct of one's own life.</li> </ul> Course Content: <ul style="list-style-type: none"> <li>Develop an understanding of neurochemical methods used in understanding the physiology of behavior.</li> <li>Define and discuss circadian rhythm and its effects on behavior.</li> <li>Understand the structure and function of the amygdala in emotional response.</li> </ul> Assessments:  Students will demonstrate mastery by the following: <ul style="list-style-type: none"> <li>Participate in classroom discussions from the perspective of their own personal experience and reflection.</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )  <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	Course Outcomes:   Course Content:

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> <li>Demonstrate and apply an understanding of brain physiology and functioning to the conduct of one's own life.</li> </ul> <p>Course Content:</p> <ul style="list-style-type: none"> <li>Explain the cultural history of physiological psychology.</li> <li>Locate and explain cross-cultural studies on the expression of emotions</li> </ul> <p>Assessments:</p> <p>Students will demonstrate mastery by the following:</p> <ul style="list-style-type: none"> <li>Participate in classroom discussions from the perspective of their own personal experience and reflection.</li> </ul>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p>

#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	02/20/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

- Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
- Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
- Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
- It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Introduction to Behavioral Neuroscience

**Course Number:** PSY 213

**Transcript Title:** Intro Behav Neuroscience

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[PSY 201A \(http://cgcc.us/courses/psy-201a\)](http://cgcc.us/courses/psy-201a) or [BI 231 \(http://www.cgcc.edu/courses/bi-231\)](http://www.cgcc.edu/courses/bi-231).

## Course Description

Surveys the role of the brain and nervous system in behavior, psychological functioning, and neurophysiological processes that underlie human development. Prerequisite: PSY 201A or BI 231. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes.
2. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and pathological behavior.
3. Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders.
4. Apply an understanding of brain functioning to the conduct of one's own life.
5. Apply knowledge of neurophysiology to include
6. Course activities are the same as the above assessments attention, learning, perception of others and decision making.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate learning outcome by the following:

1. Complete a research paper that demonstrates competency and critical thinking in the area appropriate for the course.

2. Respond verbally and in writing to topical questions concerning physiological psychology.
3. Respond to objective examinations that address course concepts, issues and themes.
4. Participate in classroom discussions.
5. Participate in individual and group exercises, activities or class presentations.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

1. Appreciate the history of physiological psychology
2. Identify the structure and function of the different parts of the neuron
3. Discuss the function of sensory and motor neurons
4. Discuss multipolar, bipolar and unipolar neurons
5. Discuss the internal structure of the nerve cell
6. Describe the supporting cells of the brain and the peripheral nervous system
7. Describe the function and structure of oligodendroglia and schwann cells
8. Describe the significance of the blood brain barrier
9. Describe the forces that result in resting membrane potential
10. Describe and discuss the action potential based on ion movements across the membrane
11. Discuss how action potentials obey the "all or none" law
12. Identify the structure and function of the synapse
13. Describe the structure and function of neurotransmitters and postsynaptic receptors
14. Describe salutatory conduction
15. Describe the structure and function of autoreceptors
16. Distinguish between hormones, neurotransmitters and neuromodulators
17. Identify the directional terms of the vertebrate nervous system
18. Discuss the different sections or slices of the brain
19. Discuss the divisions of the nervous system
20. Identify the structure and function of the three meninges
21. Discuss the divisions of the nervous system
22. Identify the structure and function of the three meninges
23. Describe the function and route of the cerebrospinal fluid within the brain ventricles
24. Identify the major functions of the five divisions of the brain
25. Discuss the major structures of the brain
26. Contrast afferent and efferent nerves
27. Discuss psychopharmacology
28. Describe the various routes of drug administration
29. Contrast an agonist from an antagonist effect
30. Describe the activity of the five neurotransmitter classes
31. Discuss and contrast the various imaging techniques used to visualize the living brain
32. Discuss techniques used to record neural activity
33. Develop an understanding of neurochemical methods used in understanding the physiology of behavior
34. Discuss sensory transduction
35. Define brain lesion
36. Discuss the theory behind experimental ablation technique
37. Develop an understanding of brain histology
38. Understand the stereotaxic surgery technique
39. Identify structures and function of the eye
40. Discuss the two photoreceptors
41. Describe the anatomy of the retina
42. Trace the visual pathway from the cornea to the primary visual cortex
43. Describe the four photoreceptors in the retina
44. Describe the phenomena of blindsight
45. Discuss the parvocellular and magnocellular systems
46. Discuss the visual agnosias

47. Discuss the physical structure of sound
48. Identify the structure and function of the ear
49. Trace the route of sound waves from the pinna to the cortex
50. Discuss the role of cilia in the transduction of sound
51. Discuss and describe how pitch is perceived
52. Describe the sleep cycle
53. Discuss REM sleep and slow-wave sleep
54. Discuss the major symptoms of narcolepsy
55. Define and discuss circadian rhythm
56. Discuss the various components of an emotional response
57. Understand the structure and function of the amygdala in emotional response
58. 5Compare the James-Lange and the Cannon-Bard theories of emotion
59. Appreciate cross-cultural studies on the expression of emotions
50. Discuss the relationship between cortical damage and aggression
51. Discuss classical and operant conditioning
52. Describe perceptual and motor learning
53. Identify the anatomy of the hippocampus
54. Describe the process involved in long-term potentiation
55. Describe the physiological process of synaptic plasticity during long-term potentiation
56. Describe the physiological response to dopamine in reinforcing brain stimulation
57. Define anterograde amnesia
58. 6Discuss the role of the hippocampus in relational and spatial learning
59. Discuss the structure and function of the hippocampal place cells
70. Discuss the role of the hippocampus in the formation of learning and memory
71. Define aphasia
72. Identify the brain regions involved in Broca's aphasia
73. Identify the brain regions involved in Broca's aphasia
74. Describe the role of the cerebellum in speech production
75. Identify the role of Wernicke's aphasia
76. Discuss the term pure alexia on reading and writing
77. Define and discuss the characteristics of conduction aphasia
78. Discuss the different forms of acquired dyslexia
79. Discuss the causes, symptoms and treatments of brain tumors, seizure disorders and cerebrovascular accidents
30. Describe the symptoms involved in Parkinson's disease and Huntington's chorea
31. Describe the neurological changes involved in Alzheimer's disease
32. Discuss and identify the symptoms and neurological changes that result in multiple sclerosis
33. Discuss the symptoms of schizophrenia
34. Discuss how drugs influences positive and negative symptoms of schizophrenia
35. Describe how dopamine contributes to the symptoms of schizophrenia
36. Describe the physiology of affective disorders



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 214	Course Title:	Introduction to Personality
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives. Recommended: PSY 201A or 202A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior. 2. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living. 3. Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<ul style="list-style-type: none"> <li>• Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</li> </ul> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.</p> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Personality defined and described.</li> <li>• Use knowledge of personality theories to improve one's personal adjustment and interpersonal relationships.</li> </ul> <p>Assessments:</p> <p>Students will demonstrate mastery by the following:</p> <ul style="list-style-type: none"> <li>• Completing research or conceptual papers on topics appropriate for the course.</li> </ul>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ul style="list-style-type: none"> <li>Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior.</li> <li>Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.</li> </ul> <p>Course Content:</p> <ul style="list-style-type: none"> <li>Assessment of personality including ethical considerations and the scientific method.</li> <li>Psychopathology adjustment problems caused by certain personality styles.</li> <li>Applications to individual differences.</li> </ul> <p>Assessments:</p> <p>Students will demonstrate mastery by the following:</p> <ul style="list-style-type: none"> <li>Participation in classroom discussion and group exercises</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior.</li> <li>2. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.</li> </ol> <p>Course Content:</p> <ol style="list-style-type: none"> <li>3. Psychopathology adjustment problems caused by certain personality styles.</li> <li>4. Applications to individual differences.</li> <li>5. Assessment of personality including ethical considerations and the scientific method.</li> </ol> <p>Assessments:</p> <p>Students will demonstrate mastery by the following:</p> <ol style="list-style-type: none"> <li>6. Completing research or conceptual papers on topics appropriate for the course.</li> <li>7. Responding to objective and/or subjective examinations which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>8. Participation in classroom discussion and group exercises.</li> <li>9. Field trips and site visits.</li> </ol>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed

# Introduction to Personality

**Course Number:** PSY 214

**Transcript Title:** Introduction to Personality

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Recommended

[PSY 201A \(http://cgcc.us/courses/psy-201a\)](#) or [PSY 202A \(http://cgcc.us/courses/psy-202a\)](#)

## Course Description

Covers a variety of personality theories including the theoretical and scientific explanations for individuals' characteristic patterns of perception, thought, emotion and behavior. Emphasizes the understanding and mastery of personality constructs applied to students' personal and professional lives. Recommended: PSY 201A or 202A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior.
2. Think critically about and apply theoretical and research-based explanations for human behavior in order to successfully negotiate the challenges of daily living.
3. Apply the major personality domains and theories to better understand one's own behavior and the behavior of others.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate learning outcomes by a combination of the tasks below:

1. Completing research or conceptual papers on topics appropriate for the course.

2. Responding to objective and/or subjective examinations which require integration, application, and critical examination of course concepts, issues, and themes.
3. Participation in classroom discussion and group exercises.
4. Participation in a service learning project.
5. Field trips and site visits.

## Course Content (Themes, Concepts, Issues and Skills)

1. Personality defined and described.
2. Assessment of personality including ethical considerations and the scientific method.
3. Psychodynamic approaches to personality.
4. Ego psychology and its contributions to personality theory.
5. Biological approaches to personality.
6. Behavioral/Learning approaches to personality.
7. Dispositional/Trait approaches to personality.
8. Cognitive/Social Learning approaches to personality.
9. Humanistic/Existential approaches to personality.
10. Cultural/social/anthropological views of personality including non-Western views of personality.
11. Psychopathology adjustment problems caused by certain personality styles.
12. Applications to individual differences.

### Competencies and Skills

1. Utilize various personality theories to explain differences among persons.
2. Use knowledge of personality theories to improve one's personal adjustment and interpersonal relationships.
3. Critical thinking.
  - a. Recognize the complexity of human behavior, thought, and emotion.
  - b. Recognize theoretical and research based assumptions which provide a foundation for the study of personality.
  - c. Recognize personal assumptions about people such as prejudice, stereotypes, and attributional style which influence one's understanding of self and others.
  - d. Appreciation of the concept that no one theoretical approach adequately integrates all knowledge and research about personality and its dynamics.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 215	Course Title:	Human Development
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: <ol style="list-style-type: none"> <li>1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.</li> <li>2. Relate the scientific knowledge of development from conception to death including the physiological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.</li> <li>3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</li> <li>4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.</li> <li>5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.</li> </ol>		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

**1. CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

**2. CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

**SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:**

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Demonstration of critical thinking, writing skills, and oral communication as relevant to human development.</li> <li>• Compare, analyze, and contrast various theoretical approaches.</li> <li>• Demonstrate knowledge of the contexts of development including families, societies, and the cultures in which children grow.</li> </ul>
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	<p>Students will demonstrate achievement of these outcomes by any of the following:</p> <ul style="list-style-type: none"> <li>• Individual or in-group class presentations pertaining to the applications of concepts, theories or issues in human development.</li> <li>• Develop and maintain a Reflection Journal.</li> <li>• Research and write about relevant topics.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</li> <li>4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Application and analysis of principles of development advanced by developmental theorists such as Piaget, Kohlberg, Erikson, Vygotsky, and others.</li> <li>• Demonstration of critical thinking, writing skills, and oral communication as relevant to human development.</li> <li>• Compare, analyze, and contrast various theoretical approaches.</li> <li>• Identify recent research and findings in the field of human development and be able to assess their validity.</li> <li>• Apply and interpret research methods.</li> <li>• Identify and analyze the major factors involved in preparing for death, the act of death, the process of dying, and grieving.</li> </ul> <p>Students will demonstrate achievement of these outcomes by any of the following:</p> <ol style="list-style-type: none"> <li>1. Design and complete a research project that can take the form of a developmental interview, an observation or assessment through service learning.</li> <li>2. First hand observation of children of all ages in the classroom, at home, or at a daycare, to identify patterns of growth and development.</li> <li>3. Interviews or observations of adolescents or adults to identify patterns of growth and development.</li> <li>4. Develop and maintain a Reflection Journal.</li> <li>5. Research and write about relevant topics.</li> </ol>
<p><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.</li> <li>1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Recognize the principles of ageism including prejudices about children, adolescents, adults, and the aged.</li> <li>• Become more aware of individual and cultural expectations of behavior.</li> <li>• Indicate a greater understanding and sensitivity of cross-cultural diversity in human development.</li> </ul> <p>Students will demonstrate mastery by the following:</p> <ul style="list-style-type: none"> <li>• Individual or in-group class presentations pertaining to the applications of concepts, theories or issues in human development.</li> <li>• Design and complete a research project that can take the form of a developmental interview, an observation or assessment through service learning.</li> <li>• First hand observation of children of all ages in the classroom, at home, or at a daycare, to identify patterns of growth and development.</li> <li>• Interviews or observations of adolescents or adults to identify patterns of growth and development.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major   <input type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes   <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.</li> </ol> <p>Course Content:</p> <ol style="list-style-type: none"> <li>Identify recent research and findings in the field of human development and be able to assess their validity.</li> <li>Demonstrate an understanding of the complexity of the life cycle.</li> <li>Demonstrate knowledge of the facts about growth and development.</li> <li>Demonstrate knowledge of the contexts of development including families, societies, and the cultures in which children grow.</li> <li>Recognize the principles of ageism including prejudices about children, adolescents, adults, and the aged.</li> <li>Demonstrate a greater understanding of and empathy for the concerns of the aged.</li> <li>Become more aware of individual and cultural expectations of behavior.</li> <li>Indicate a greater understanding and sensitivity of cross-cultural diversity in human development.</li> <li>Identify and analyze the major factors involved in preparing for death, the act of death, the process of dying, and grieving.</li> </ol> <p>Students will demonstrate mastery by the following:</p> <ul style="list-style-type: none"> <li>Individual or in-group class presentations pertaining to the applications of concepts, theories or issues in human development.</li> <li>Develop and maintain a Reflection Journal.</li> <li>Research and write about relevant topics.</li> </ul>
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<b>Section #4 Department Review</b>		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	02/20/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

- Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

# Human Development

**Course Number:** PSY 215

**Transcript Title:** Human Development

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Recommended

[PSY 201A \(http://cgcc.us/courses/psy-201a\)](http://cgcc.us/courses/psy-201a) or [PSY 202A \(http://cgcc.us/courses/psy-202a\)](http://cgcc.us/courses/psy-202a)

## Course Description

Surveys major developmental theories and patterns of change and continuity from birth to death in human subjects. Emphasizes biological, cognitive, and emotional development through the lifespan. Examines cultural influences on development. Recommended: PSY 201A or 202A. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Students should be able to:

1. Utilize knowledge of variables that influence development throughout the life span and apply this knowledge to become more effective parents, professionals, and citizens of the global community.
2. Relate the scientific knowledge of development from conception to death including the biological, emotional, cognitive, and psychosocial influences in order to make effective personal and professional decisions.
3. Evaluate research using a multidisciplinary view of development that includes cross-cultural perspectives.
4. Apply critical thinking to analyze and problem solve the developmental concerns from birth to death.
5. Utilize knowledge of prenatal and child development, cognitive foundations of intelligence, and emotional development throughout the lifespan to evaluate and improve human potential.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students may demonstrate learning outcomes by any or all of the following:

1. Individual or in-group class presentations pertaining to the applications of concepts, theories or issues in human development.
2. Design and complete a research project that can take the form of a developmental interview, an observation or assessment through service learning.
3. First hand observation of children of all ages in the classroom, at home, or at a daycare, to identify patterns of growth and development.
4. Interviews or observations of adolescents or adults to identify patterns of growth and development.
5. Develop and maintain a Reflection Journal.
6. Scores obtained from essay and or objective tests.
7. Attendance, classroom participation, small group interactions.
8. Research and write about relevant topics.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

### **Issues in human development:**

1. Nature versus Nurture issue in human development.
2. Continuity versus Discontinuity in human development.
3. Universal versus Context-specific development issue.

### **Developmental Theories:**

1. Grand or Major Theories including psychodynamic theories, learning theories, and cognitive developmental theory.
2. Emergent Theories including ecological, socio-cultural, and epigenetic theories.

### **Research Methods in Human Development:**

1. Experimental
2. Correlational
3. Case studies
4. Observation
5. Surveys
6. Designs: longitudinal, cross-sectional, and cross sequential.

### **Development covered from a chronological, a topical or mixed approach to development including:**

1. Prenatal development and infancy
2. Early childhood
3. Middle childhood
4. Adolescence
5. Young adulthood
6. Middle adulthood
7. Late adulthood
8. Death

### **Areas of course content include, and are not limited to:**

1. Physical, intellectual, cognitive, social, and personality development, ethnicity, diversity, gender, age, ability and sexual orientation.

### **Competencies and skills**

1. Application and analysis of principles of development advanced by developmental theorists such as Piaget, Kohlberg, Erikson, Vygotsky, and others.
2. Demonstration of critical thinking, writing skills, and oral communication as relevant to human development.
3. Compare, analyze, and contrast various theoretical approaches.
4. Identify recent research and findings in the field of human development and be able to assess their validity.
5. Apply and interpret research methods.
6. Demonstrate an understanding of the complexity of the life cycle.
7. Demonstrate knowledge of the facts about growth and development.
8. Demonstrate knowledge of the contexts of development including families, societies, and the cultures in which children grow.
9. Recognize the principles of ageism including prejudices about children, adolescents, adults, and the aged.
10. Demonstrate a greater understanding of and empathy for the concerns of the aged.
11. Become more aware of individual and cultural expectations of behavior.
12. Indicate a greater understanding and sensitivity of cross-cultural diversity in human development.

13. Identify and analyze the major factors involved in preparing for death, the act of death, the process of dying, and grieving.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 216	Course Title:	Social Psychology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to:  1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors. 2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior. 3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences. 4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

- |  |  |
|--|--|
| 1. Communicate effectively using appropriate reading, writing, listening, and speaking skills.<br>( <i>Communication</i> )<br><br><input checked="" type="checkbox"/> major designation<br><b>**REQUIRED**</b> | <input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised<br><br>Course Outcomes:<br><br>4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.<br><br>Students will demonstrate mastery through the various outcome assessments such as:<br><ul style="list-style-type: none"> <li>• Written and/or oral assignments designed to promote integration of class material with personal reflection, experience, and/or skill acquisition.</li> </ul> Course Content: |
|--|--|

<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior.</li> </ol> <p>Students will demonstrate mastery through the various outcome assessments such as:</p> <ol style="list-style-type: none"> <li>2. Participation in dyad and group exercises and/or discussions, including skill-building exercises and activities within and outside the classroom.</li> </ol> <p>Course Content:</p> <ol style="list-style-type: none"> <li>3. Social cognition, including errors and biases in perception (illusory correlations, hindsight bias, etc) decision-making (heuristics, etc), and memory (constructive nature of memory, false memory syndrome).</li> <li>4. Basic research methods of social psychology, including: experimental and non-experimental methods; ethics in human social research.</li> </ol>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one’s own life experiences.</li> </ol> <p>Course Content:</p> <p>Social influences on the self-concept and related judgments of others, including: collectivistic and individualistic cultural orientations; self-serving biases; attribution theory, the fundamental attribution error, the Just World Hypothesis and blaming the victim. How to resist the influences of these biases upon self- and social judgments.</p> <p>Students will demonstrate mastery through the various outcome assessments such as:</p> <ul style="list-style-type: none"> <li>• Completing research or conceptual papers on topics appropriate for the course.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences.</li> </ol> <p>Course Content:</p> <ol style="list-style-type: none"> <li>2. Social influences on the self-concept and related judgments of others, including: collectivistic and individualistic cultural orientations; self-serving biases; attribution theory, the fundamental attribution error, the Just World Hypothesis and blaming the victim. How to resist the influences of these biases upon self- and social judgments.</li> </ol> <p>Students will demonstrate mastery through the various outcome assessments such as:</p> <ol style="list-style-type: none"> <li>3. Attendance at lectures, workshops, on-campus and community events directly related to the course outcomes.</li> <li>4. Participation in and critical assessment of a service learning project directly related to the course outcomes.</li> </ol>
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Social Psychology

**Course Number:** PSY 216

**Transcript Title:** Social Psychology

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Surveys the scientific study of how individuals think about, influence, and relate to one another with respect to social beliefs, persuasion, attraction, conformity, obedience, prejudice, aggression, and pro-social behaviors. Prerequisites: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Apply an understanding of the impact of social and cultural forces on one's sense of self, values, and beliefs to more effectively analyze human thinking and behaviors.
2. Critically evaluate research to understand and explain confusing, conflictual or distressing human social behavior.
3. Relate social psychological concepts and theories to the context of historic and current world, national, and local events, as well as to understanding one's own life experiences.
4. Apply social psychological concepts and theories to reduce anti-social attitudes and behaviors and increase pro-social attitudes and behaviors within individuals and groups.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:

1. Written and/or oral assignments designed to promote integration of class material with personal reflection, experience, and/or skill acquisition.
2. Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the course.
3. Participation in dyad and group exercises and/or discussions, including skill-building exercises and activities within and outside the classroom. In- and outside-classroom activities may include email, online discussion, and video-taping.
4. Attendance at lectures, workshops, on-campus and community events directly related to the course outcomes.
5. Student-teacher conferences where verbal and non-verbal skills may be demonstrated and competency assessed.
6. Participation in and critical assessment of a service learning project directly related to the course outcomes.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

1. Social influences on the self-concept and related judgments of others, including: collectivistic and individualistic cultural orientations; self-serving biases; attribution theory, the fundamental attribution error, the Just World Hypothesis and blaming the victim. How to resist the influences of these biases upon self- and social judgments.
2. Social cognition, including errors and biases in perception (illusory correlations, hindsight bias, etc) decision-making (heuristics, etc), and memory (constructive nature of memory, false memory syndrome).
3. Conformity as social influence, including: normative and informational influences; compliance (particularly obedience) and internalization. How to recognize and resist pressures to conform to harmful behavior.
4. The relationship between attitudes and behavior, particularly the impact of behavior upon attitude change and explanatory theories for the ubiquitousness of self-justification throughout human social behavior. How the relationship between behaviors and attitudes can be used to increase anti-social or pro-social attitudes and behaviors.
5. Persuasion, including: the factors relating to message type and content, source of persuasive message, and audience; social norms and scripts that are strategically used to increase effectiveness of persuasion; inoculation and resistance to persuasion.
6. Effects of group membership on individuals, including: groupthink; social facilitation; social loafing; deindividuation; bystander apathy. How to prevent groupthink and social loafing, and how to transform bystander apathy into pro-social action.
7. Prejudice, including: the distinctions among stereotypes, prejudice, and discrimination; the basic motivations for prejudice and discrimination (perceived competition for scarce resources, scapegoating, need to justify social inequalities, and dispositional influences). How to reduce inter-group conflict and prejudice.
8. Aggression, including: basic theories of human aggression (biological, evolutionary, and socio-cultural); personal, situational, and social influences; aggression and violence in media (including pornography). Effective and ineffective ways to reduce aggression and violence.
9. Interpersonal attraction, including: predictors of liking and loving (including evolutionary and socio-cultural theories); social influence of physical attractiveness; factors that characterize satisfactory relationships and theories that predict satisfaction maintenance and dissolution of relationships (both friendships and romantic relations).
10. Basic research methods of social psychology, including: experimental and non-experimental methods; ethics in human social research.

### Competencies and Skills

1. Demonstrate an understanding of the social influences on the self-concept and related judgments of others, including: collectivistic and individualistic cultural orientations; self-serving biases; attribution theory, the fundamental attribution error, the Just World Hypothesis and blaming the victim. Demonstrate knowledge of strategies to resist the influences and correct the errors of these biases upon self- and social judgments.
2. Demonstrate an understanding of the processes of social cognition that affect human judgment, including errors and biases in perception (illusory correlations, hindsight bias, etc) decision-making (heuristics, etc), and memory (constructive nature of memory, false memory syndrome).
3. Demonstrate an understanding of conformity as a powerful social influence, including: the role of normative and informational influences; compliance (particularly the classic studies of obedience) and internalization. Demonstrate an understanding of how the pressures to conform can be recognized and how knowledge of these pressures can be used to resist pressures to conform to harmful behavior.
4. Demonstrate an understanding of the relationship between attitudes and behavior, particularly the impact of behavior upon attitude change and explanatory theories for the pervasiveness of self-justification throughout human social behavior. Demonstrate knowledge of how the relationship between behaviors and attitudes can be used to increase anti-social or pro-social attitudes and behaviors.
5. Demonstrate an understanding of the influence of persuasion, including: the variety of factors relating to message type and content, how the source of persuasive message is evaluated, and how knowledge about the audience can be used to increase the effectiveness of the persuasive message. Demonstrate an understanding of the social norms and scripts that can be and are strategically used to increase effectiveness of persuasion. Demonstrate knowledge of the strategies of inoculation and how to make oneself a more critical audience of persuasive messages.
6. Demonstrate an understanding of the effects of group membership on individuals, including: groupthink; social facilitation; social loafing; deindividuation; bystander apathy. Demonstrate knowledge of how to prevent groupthink and social loafing, and how to transform bystander apathy into pro-social action.
7. Demonstrate an understanding of the causes and effects of prejudice, including: the distinctions among stereotypes, prejudice, and discrimination; the basic motivations for prejudice and discrimination (perceived competition for scarce resources, scapegoating, need to justify social inequities, and dispositional influences). Demonstrate an understanding of how prejudice and inter-group can be reduced through interdependence and equal status.

8. Demonstrate an understanding of the causes and effects of aggression, including: basic theories of human aggression (biological, evolutionary, and socio-cultural); personal, situational, and social influences; aggression and violence in media (including pornography). Demonstrate knowledge of both effective and ineffective ways to reduce aggression and violence.
9. Demonstrate an understanding of the theories and factors surrounding interpersonal attraction, including: predictors of liking and loving (including evolutionary and socio-cultural theories); social influence of physical attractiveness; factors that characterize satisfactory relationships and theories that predict satisfaction maintenance and dissolution of relationships (both friendships and romantic relations).
10. Demonstrate an understanding of basic research methods of social psychology, including experimental and non-experimental methods, and ethics in human social research.



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## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 222	Course Title:	Family and Intimate Relationships
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores processes involved in both traditional and non-traditional relationships and families; including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage and blended family. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisites/concurrent WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to:  1. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships. 2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships. 3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course Outcomes:  4. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.  <b>Students will demonstrate mastery by the following:</b> <ol style="list-style-type: none"> <li>1. Written assignments or oral reports designed to integrate course material into personal experience or relationship experiences of others.</li> <li>2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts.</li> <li>4. Individual or group presentations.</li> <li>5. Design and implementation of research projects.</li> <li>6. Participation in and critical analysis of relationship issues or concepts related to a service learning project.</li> <li>7. Attendance at, or participation in lectures, workshops, or other community</li> </ol>
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	<p>or campus events related to the field of intimate relationships.</p> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Impact of communication on relationship satisfaction; gender issues in communication; non-verbal communication; barriers to effective communication in relationships; trust and self-disclosure; effective communication strategies; resolving conflicts.</li> <li>• Gottman's work on marital communication, continuation, and satisfaction.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships.</p> <p><b>Students will demonstrate the following:</b></p> <ol style="list-style-type: none"> <li>1. Written assignments or oral reports designed to integrate course material into personal experience or relationship experiences of others.</li> <li>2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts.</li> <li>4. Individual or group presentations.</li> <li>5. Design and implementation of research projects.</li> <li>6. Participation in and critical analysis of relationship issues or concepts related to a service learning project.</li> <li>7. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of intimate relationships.</li> </ol> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Research methods in family and intimate relationships; evaluation of the advice/information genre in media.</li> <li>• Issues in dating and mate selection, including rewards, proximity, familiarity, exposure, reciprocity, similarity, physical attractiveness, social exchange theory, homogamy, power, breaking up, cohabitation.</li> <li>• Social cognition's effect on family intimate relations, including first impressions, idealization, attributional processes, expectations, impression management, and perceptual processes.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p><b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships.</p> <p><b>Students will demonstrate mastery by the following:</b></p> <ol style="list-style-type: none"> <li>1. Written assignments or oral reports designed to integrate course material into personal experience or relationship experiences of others.</li> <li>2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts.</li> <li>4. Individual or group presentations.</li> <li>5. Design and implementation of research projects.</li> <li>6. Participation in and critical analysis of relationship issues or concepts related to a service learning project.</li> <li>7. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of intimate relationships.</li> </ol> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Diversity in family forms; brief historical overview of the American family, including values and norms in American families of non-Western origin.</li> <li>• Power in intimate relationships, including the social exchange perspective, personality, understanding, and stereotypes.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.</p> <p><b>Students will demonstrate mastery by the following:</b></p> <ol style="list-style-type: none"> <li>1. Written assignments or oral reports designed to integrate course material into personal experience or relationship experiences of others.</li> <li>2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts, issues, and themes.</li> <li>3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts.</li> <li>4. Individual or group presentations.</li> <li>5. Design and implementation of research projects.</li> <li>6. Participation in and critical analysis of relationship issues or concepts related to a service learning project.</li> <li>7. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of intimate relationships.</li> </ol> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Family violence: models of family violence, why women stay in abusive relationships, support for survivors and perpetrators of domestic violence; child abuse.</li> <li>• Societal, demographic, life course, and family process factors in divorce; stages in the divorce process; economic consequences of divorce; co-parenting; divorce mediation; effects of divorce on children.</li> </ul>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.

# Family & Intimate Relationships

**Course Number:** PSY 222

**Transcript Title:** Family & Intimate Relationship

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** Yes

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Explores processes involved in both traditional and non-traditional relationships and families; including love, cohabitation, dating, marriage, parenting, communication and conflict resolution, sexuality, balancing work and family, domestic violence, divorce, remarriage and blended families. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Critically evaluate scientific research (including electronic and peer-reviewed databases) and media reports concerning intimate relationships in order to make more informed decisions about one's own relationships.
2. Apply knowledge about cultural differences in relationship patterns to better understand and appreciate diverse belief systems in one's own and others' relationships.
3. Use knowledge of communication, conflict resolution, sexuality, power, attraction, and social cognition to establish, develop and maintain satisfying intimate relationships.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

1. Written assignments or oral reports designed to integrate course material into personal experience or relationship experiences of others.
2. Exams comprised of essay and/or objective questions which require integration, application, and critical examination of course concepts, issues, and themes.

3. Participation in class discussions, role-plays, case studies, work-shops, or other group exercises geared toward critical analysis of course concepts.
4. Individual or group presentations.
5. Design and implementation of research projects.
6. Participation in and critical analysis of relationship issues or concepts related to a service learning project.
7. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of intimate relationships.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

1. Analyze past relationship choices in the context of level of self-awareness, looking at the degree to which the choice was proactive, consistent with personal values, and the outcome of the choice; become more proactive in current relationship choices.
2. Identify values inherent in favorite media sources, along with the way these values are portrayed in characters' behavior, perceptions, and relationship choices.
3. Compare and contrast American colonial families, slave families, Native American families in terms of family practices and values; recognize the impact of industrialization on the family; compare and contrast research findings regarding basic values and family norms in American families with diverse ethnic backgrounds.
4. Analyze current or recent relationship in terms of theories of love; identify changes in relationship patterns as a relationship progresses.
5. Analyze a relationship in terms of homogamy and/or social exchange theory; discuss research findings regarding effects of cohabitation on subsequent marriage; identify important issues in breaking up.
6. Identify the changes in feelings and behaviors during the first year of marriage, along with developmental tasks in marriage, and marital issues over the lifespan.
7. Analyze personal sexual script and sexual identity in terms of sexual orientation and sexual expectations and norms.
8. Recognize various sources of gender role socialization; identify personal views regarding traditional/egalitarian gender roles in intimate relationships; understand issues surrounding gender and power.
9. Recognize impact of communication skills on relationship satisfaction; identify gender-based communication styles in current or recent relationship; utilize "I" messages in giving feedback; demonstrate working knowledge of a variety of effective listening and conflict resolution styles.
10. Demonstrate working knowledge of issues regarding division of labor in relationships, impact of role strain on relationships, various strategies for balancing work and family, and research findings regarding the effects of day care on children.
11. Demonstrate awareness of wide range of choices regarding parenting, including childfree relationships, adoption, and deferred parenthood. Discuss the impact of children on relationship satisfaction. Apply various parenting strategies to a variety of case studies in parenting.
12. Discuss correlates to family violence, reasons that people remain in abusive relationships, sources of support for survivors and perpetrators of domestic violence, and effects of domestic violence on children.
13. Discuss major causal factors in divorce, stages in the divorce process, economic and psychological consequences of divorce, issues in co-parenting, and research findings regarding effects of divorce on children.
14. Recognize major challenges and benefits of single-parent families and blended families.
15. Identify common strengths in healthy long-term relationships and apply them to a personal relationship or case study.
16. Interview a couple who has been in a committed relationship for more than 10 years, and analyze various aspects of the couple's relationship in terms of similarity to or deviation from research findings and issues included in the course material.
17. Perform an analysis of one's own intimate relationship(s) in light of Gottman's principles of successful marriages.
18. Understand the influences on and influences of romantic love in one's personal relationship decisions.
19. Demonstrate an ability to find and critically evaluate research/information about family and intimate relationships via electronic means; to include peer-reviewed databases and the worldwide web.



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## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 231	Course Title:	Human Sexuality I
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores sexual issues from scientific and humanistic perspectives. Surveys historical, cultural and cross-cultural variation in sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations. This is the first course in a two-course sequence. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to:  1. Improve sexual health and functioning through the critical evaluation of scientific and popular information. 2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors. 3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors. 4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being. 5. Establish, maintain, and enhance intimate relationships through the utilization of research based principles.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate <a href="#">CLO rubric</a>.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors.</p> <p>Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:</p> <ul style="list-style-type: none"> <li>• Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.</li> <li>• Individual or group presentations.</li> <li>• Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.</li> <li>• Design and completion of a research project.</li> <li>• Community service learning projects.</li> </ul> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Sexual communication.</li> <li>• Explore the effective use of a range of communication skills(e.g., listening and feedback, "I" language, asking questions, learning to make requests, saying no, giving and receiving feedback, etc.) in sexual situations with a partner.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Improve sexual health and functioning through the critical evaluation of scientific and popular information.</p> <p><b>Students will demonstrate mastery by the following:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:</li> <li>• Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.</li> <li>• Individual or group presentations.</li> <li>• Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.</li> <li>• Design and completion of a research project.</li> <li>• Community service learning projects.</li> </ul> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Sex research - methodology, exemplary research studies and criteria for evaluating sex research.</li> <li>• Love: themes and research on attraction, love, relationship development, maintenance and satisfaction; jealousy in relationships.</li> <li>• Identify criteria that would be helpful in evaluating various kinds of sex research, and apply this knowledge in evaluating current research published in professional journals as well as the popular press.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being.</p> <p><b>Students will demonstrate mastery by the following:</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:</li> <li>• Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience.</li> <li>• Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.</li> <li>• Individual or group presentations.</li> <li>• Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.</li> <li>• Design and completion of a research project.</li> <li>• Community service learning projects.</li> </ul> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of how various historical, cultural, and cross-cultural perspectives have affected contemporary sexual attitudes, values and behaviors.</li> <li>• Review the research re: the diversity of sexual values and behavior and citations of the specific cross-cultural examples, as well as providing examples that illustrate how diversity exists in various subcultures within the United States.</li> <li>• Research the continuum of sexual orientations and how societal attitudes have evolved over time.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors.</p> <p><b>Students will demonstrate mastery by the following:</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:</li> <li>Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience.</li> <li>Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.</li> <li>Individual or group presentations.</li> <li>Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.</li> <li>Design and completion of a research project.</li> <li>Community service learning projects.</li> </ul> <p><b>Course Content:</b></p> <ul style="list-style-type: none"> <li>Biological and social learning factors that influence gender identity formation.</li> <li>Research the range of options for sexual expression and how the context within which these behaviors are expressed may range from authentic sexual intimacy to violent sexual interaction and/or rape.</li> </ul>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed

# Human Sexuality I

**Course Number:** PSY 231

**Transcript Title:** Human Sexuality I

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Explores sexual issues from scientific and humanistic perspectives. Surveys historical, cultural and cross-cultural variation in sexuality, sex research, female and male sexual and reproductive anatomy and physiology, gender issues, sexual response, sexual communication, sexual behavior patterns, love, and sexual orientations. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Improve sexual health and functioning through the critical evaluation of scientific and popular information.
2. Practice sexual health and enhance sexual satisfaction based on a) the knowledge of sexual anatomy and physiology, b) the ability to communicate effectively about sexuality with partners, family members, and health-care providers, and c) understanding of psychological influences on sexual decision-making and health behaviors.
3. Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors.
4. Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being.
5. Establish, maintain, and enhance intimate relationships through the utilization of research based principles.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will demonstrate intended outcomes by any combination of the following as determined by the instructor:

- Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience.
- Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.
- Participation in individual, dyad and group exercises, activities, case studies and/or role-plays in or outside of the classroom.
- Individual or group presentations.
- Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.
- Design and completion of a research project.
- Community service learning projects.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

1. Historical, contemporary, cultural and cross-cultural perspectives on human sexual attitudes, values and behaviors.
2. Sex research - methodology, exemplary research studies and criteria for evaluating sex research.
3. Biological and social learning factors that influence gender identity formation.
4. Gender role expectations and their impact on sexuality.
5. Transsexualism and transgenderism and other gender variations.
6. Male and female sexual and reproductive anatomy and physiology; sexual health issues.
7. Sexual arousal and response patterns in men and women from adulthood through aging.
8. The role of hormones in sexual behavior.
9. Sexual communication.
10. Love: themes and research on attraction, love, relationship development, maintenance and satisfaction; jealousy in relationships.
11. Sexual behaviors: celibacy, fantasy, kissing and touching, masturbation, oral-genital stimulation, anal stimulation and intercourse, penile-vaginal intercourse, tribalism, interfemoral intercourse.
12. Sexual orientations.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 232	Course Title:	Human Sexuality II
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Explores sexual issues from scientific and humanistic perspectives. Surveys sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, and the commercialization of sex. Recommended: PSY 231 taken before PSY 232. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: <ol style="list-style-type: none"> <li>1. Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development.</li> <li>2. Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning.</li> <li>3. Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction, psychosocial and cultural factors.</li> <li>4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections.</li> <li>5. Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and functional (consensual, atypical) sexual behaviors.</li> </ol>		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

**SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:**

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> ) <input checked="" type="checkbox"/> major designation **REQUIRED**	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course Outcomes: 4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections. Course Content: Communicate how sexual values, attitudes and behavior may be expressed during the adult years within different contexts including: single living, cohabitation, marriage, consensual and nonconsensual extramarital relationships, divorce, aging, widowhood.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning.</p> <p>Course Content:</p> <p>Evaluate various types of chronic illness (multiple sclerosis, diabetes, heart disease, cancer, arthritis, stroke) and disability (spinal cord injury, cerebral palsy, blindness and deafness, mental disabilities) on sexual desire and expression. Describe various coping and enhancement strategies to deal with the above.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development.</p> <p>4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections.</p> <p>Course Content:</p> <p>Demonstrate an understanding of childhood and adolescent sexual growth and development from biological, psychological, social and cultural perspectives, and reflect on this process from a personal perspective.</p> <p>Identify the physiological, personal, relationship and sociocultural factors that may contribute to sexual problems.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development.</li> <li>Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections.</li> </ol> <p><b>Course Content:</b></p> <p>Demonstrate an understanding of the issues involved in sexual victimization (rape, child sexual abuse, and sexual harassment) including factors that may contribute to these types of victimization; characteristics of offenders, treatment resources and prevention strategies.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schwiiff		

**NEXT STEPS:**

- Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
- Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
- Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
- It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Human Sexuality II

**Course Number:** PSY 232

**Transcript Title:** Human Sexuality II

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20/\)](/courses/mth-20/) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121/\)](/courses/wr-121/).

## Recommended

[PSY 231 \(/courses/psy-231/\)](/courses/psy-231/).

## Course Description

Explores sexual issues from scientific and humanistic perspectives. Surveys sexuality through the life cycle, sexual problems, sexual satisfaction, contraception, conception, sexuality and disability, sex and chronic illness, sexually transmitted infections, sexual victimization, atypical sexual behavior, and the commercialization of sex. Recommended: PSY 231 taken before PSY 232. Prerequisites: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Enhance relationships with sexual partners and the community through knowledge of biological, psychological and cultural milestones in human sexual development.
2. Effectively manage sexual problems and develop broader understanding of those with chronic illnesses and disabilities that impact sexual functioning.
3. Make informed decisions about contraception, abortion, pregnancy and the birthing process through knowledge of human reproduction, psychosocial and cultural factors.
4. Implement safer sex practices through awareness, treatment and effective communication with partners and diverse community members regarding sexually transmitted infections.
5. Enhance satisfaction with sexual relationships through informed decisions utilizing knowledge of problematic (coercive, paraphilic) and functional (consensual, atypical) sexual behaviors.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )

**In-depth**

5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

## Outcome Assessment Strategies

- Written and/or verbal assignments designed to promote integration of class material with personal reflection and experience such as journals, research essays, reflection papers.
- Multiple choice, short answer and essay questions that require integration, application, and critical examination of material covered in the class.
- Participation in individual, dyad and group exercises, activities, case studies and/or role-plays in or outside of the classroom.
- Individual or group presentations.
- Attendance at, or participation in, lectures, workshops and/or community events related to the field of sexology.
- Design and completion of a research project.
- Community service learning projects.

## Course Activities and Design

Course activities are the same as the above assessments.

## Course Content (Themes, Concepts, Issues and Skills)

1. Childhood and adolescent sexuality
2. Adult sexuality and aging
3. Sexual problems: their description, etiology and treatment
4. Sexual enhancement strategies
5. Chronic illness and disability and how it affects sexual desire and expression
6. Contraception
7. Conception
8. Sexual victimization: rape, child sexual abuse, and sexual harassment
9. Paraphilias
10. Sexually transmitted infections
11. Prostitution
12. Pornography
13. Adult entertainment



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# Columbia Gorge Community College

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 CC decision \_\_\_\_\_  
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## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Science	Submitter Name: Phone: Email:	Zip Krummel zkrummel@cgcc.edu
Course Prefix and Number:	PSY 239	Course Title:	Introduction to Abnormal Psychology
Course Credits:	4	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders. Prerequisites: PSY 201A or 202A. Audit available.		
Course Outcomes:	Upon successful completion students will be able to:  1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior. 2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and Diagnostic & Statistics Manual (DSM) categories. 3. Be a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
  3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
<p>For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate <a href="#">CLO rubric</a>.</p> <p>Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.</p>	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior.</p> <p>Students will demonstrate mastery through the various options of reading and understanding body language, appropriate inquiries to help determination of behavioral antecedents, the ability to “read between the lines” when interviewing, and the ability to write a succinct multi-modal interpretation of behaviors.</p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>2. Better understand one’s own and others’ behavior by applying the knowledge of assessment, diagnosis, classification systems and DSM categories.</p> <p>Students will demonstrate mastery through the various options of interpretation of others’ based upon visible behaviors and verbal responses, evaluation of environmental cues, the ability to reason and make distinctions between major influences from minor influences of behaviors, and self-evaluate their own prejudices as well as their own mental health.</p>

<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major   <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major   <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>3. Be a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.</p> <p>Students will demonstrate mastery through the various options to distinguish the differences between socially-recognized abnormal behaviors possibly warranting a diagnostic evaluation and behaviors that are culturally-based and considered “normal” outside of the mainstream American societal perspective.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major   <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input type="checkbox"/> no changes   <input checked="" type="checkbox"/> revised</p> <p>Course Outcomes:</p> <p>1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior.</p> <p>Students will demonstrate mastery through the various options of interpretation of others’ based upon visible behaviors and verbal responses, evaluation of environmental cues, the ability to reason and make distinctions between major influences from minor influences of behaviors, and self-evaluate their own prejudices as well as their own mental health. They will know the human and societal cost of mental health issues, both treated and untreated.</p>

Section #4 Department Review		
<p><i>“I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director.”</i></p>		
Submitter	Email	Date
Dr. Zip Krummel	<a href="mailto:zkrummel@cgcc.edu">zkrummel@cgcc.edu</a>	03/13/2019
Department Chair (enter name of department chair): Dr. John Copp		
Department Dean (enter name of department dean): Stephen Schwiff		

# Introduction to Abnormal Psychology

**Course Number:** PSY 239

**Transcript Title:** Intro to Abnormal Psychology

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[PSY 201A \(http://cgcc.us/courses/psy-201a\)](http://cgcc.us/courses/psy-201a) or [PSY 202A \(http://cgcc.us/courses/psy-202a\)](http://cgcc.us/courses/psy-202a)

## Course Description

Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders. Prerequisites: PSY 201A or 202A. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior.
2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and Diagnostic & Statistics Manual (DSM) categories.
3. Be a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>In-depth</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students may demonstrate learning outcomes by any, some or all of the following:

1. Written assignments designed to integrate course material into personal experience, such as case studies, reflection paper etc.
2. Attendance at, or participation in lectures, workshops, or other community or campus events related to the field of abnormal psychology.
3. Exams consisting of objective and/or essay questions that require integration, application, and critical examination of course concepts.

4. Whatever other methods the instructor deems appropriate, such as Service Learning options, interviews with practitioners etc.

## Course Activities and Design

Students will demonstrate achievement of these outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. In-class participation in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.
9. Naturalistic (&/or thematic) observation of behaviors and interactions in different environments.
10. Personal interviews and discussions with diagnostic professionals.
11. Shadowing professionals &/or para-professionals providing therapeutic treatment of individuals diagnosed with one or more DSM disabilities.
12. Diagnostic analysis of select characters in modern media (film, TV).

## Course Content (Themes, Concepts, Issues and Skills)

1. Historical and Contemporary Views of Abnormal Behavior
2. Theoretical Perspectives: Defining Abnormal Behavior
3. Research Methods in Abnormal Psychology
4. Nervous System, Endocrine System, and Abnormal Behavior
5. Clinical Assessment, Interpretation and Diagnosis of Abnormal Behavior
6. Classification of Abnormal Behavior (Diagnostic and Statistical Manual of Mental Disorders)
7. Personality Disorders
8. Anxiety Disorders
9. Somatoform, Factitious, and Dissociative Disorders
10. Sexual and Gender Disorders
11. Mood Disorders
12. Schizophrenia
13. Developmental Disorders
14. Delirium and Dementia
15. Substance-Related Disorders
16. Eating Disorders
17. Sleep Disorders
18. Impulse Control Disorders
19. Treatment of Abnormal Behavior. Biological and psychological therapies.
20. Legal, political, and cultural issues related to abnormal behavior.
21. Economic and Insurance issues
22. Professional licensing

### Competencies and Skills

1. Indicate the criteria currently used to define abnormal behavior.
2. Discuss the biological, psychological, behavioral, cognitive, humanistic-existential and sociocultural models of abnormal behavior.
3. Describe how abnormal behavior is assessed and diagnosed.
4. Trace the development of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
5. Compare and contrast the following research methods: experimental method; correlational method; case study method; survey method.
6. Integrate the medical and psychological models of mental illness.
7. Describe the principles of classical and operant conditioning and their contributions to understanding the development and treatment of psychological disorders.
8. Demonstrate an understanding of the cognitive-behavioral perspective regarding the origins of psychological disorder and the application of cognitive-behavioral principles to treatment.
9. Describe the basic structures and functions of the nervous system and the implications of brain-behavior relationships for psychological disorders.
10. Discuss the influence of genetics on the development of psychological disorder, and the methods used to evaluate the relative contributions of genetics and the environment.
11. Describe and give specific examples of personality disorders

12. Describe and give specific examples of anxiety disorders.
13. Describe and give specific examples of somatoform, factitious, and dissociative disorders.
14. Describe and give specific examples of sexual and gender disorders.
15. Describe and give specific examples of mood disorders.
16. Describe and give specific examples of schizophrenia.
17. Describe and give specific examples of developmental disorders.
18. Describe and give specific examples of delirium and dementia.
19. Describe and give specific examples of substance-related disorders.
20. Describe and give specific examples of eating disorders.
21. Describe and give specific examples of sleep disorders.
22. Provide specific examples of how psychological disorders are treated.



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 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	ENG 105	Course Title:	Introduction to Literature: Drama
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view. 2. Articulate ways in which the text contributes to self-understanding. 3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms. 4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms. 5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 2. Articulate ways in which the text contributes to self-understanding. 5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation. 6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.  Content:  This course addresses all four areas of communication. Students read and analyze plays, and they partake in class discussions in analysis of the elements of drama. Students are required to write responses to all the plays read during the term. Students also write a research paper.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>2. Articulate ways in which the text contributes to self-understanding.</p> <p>5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation</p> <p>6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written responses to a literary text.</p> <p>Content:</p> <p>Students analyze drama through a variety of critical theoretical lenses including reader-response theory, and they conduct research in which they evaluate information, utilizing it to write a research paper.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.</p> <p>3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.</p> <p>Content:</p> <p>Students read and discuss literature from around the world in an effort to understand the context in which the text was constructed.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.</p> <p>3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.</p> <p>Content:</p> <p>Students read drama that reflects human interaction with both the social and natural world.</p>

#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Schwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Introduction to Literature - Drama

**Course Number:** ENG 105

**Transcript Title:** Intro to Literature - Drama

**Created:** September 1, 2012

**Updated:** June 6, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](#)

## Course Description

Enhances enjoyment of plays as literature, including tragedies and comedies; increases understanding of the conventions of drama and the theater; and encourages exploration of the diversity of human experience. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Engage, through the text, unfamiliar and diverse cultures, experiences and points of view.
2. Articulate ways in which the text contributes to self-understanding.
3. Recognize the text as a product of a particular culture and historical moment and its relationship to different art forms.
4. Recognize the role of form and how it influences meaning by identifying the variety of stylistic choices that authors make within given forms.
5. Evaluate various interpretations of a play and their validity through reading, writing and speaking, and through individual and group responses and analyze the support/evidence for a particular interpretation.
6. Conduct research to find materials appropriate to use for literary analysis, using MLA conventions to document primary and secondary sources in written response to a literary text.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Acknowledge the possibility of multiple interpretations of a text; articulate various possible interpretations of a text; recognize that not all interpretations of a text are equally valid. Assessment tools may include responses to study questions; evaluation of small and full-group discussion; in-

class and out-of-class writing exams and essays; and reviews of plays. Performance of scenes from plays may also be included as an assessment task.

## Course Activities and Design

Lecture; Discussion; Group Work; Student Presentation

## Course Content (Themes, Concepts, Issues and Skills)

### Themes, Concepts, and Issues

- Tragedy
- Comedy
- Romance
- Satire
- Allegory
- Morality play
- Revenge tragedy
- Tragic comedy
- Comedy of manners
- Commedia dell'arte
- Myth
- Aristotle's definition of tragedy
- Tragic Hero
- Classical Drama
- Elizabethan/Renaissance Drama
- Restoration Drama
- Realism
- Modernism
- Theater of the Absurd
- Postmodernism
- Monologue
- Dialogue
- Soliloquy
- Staging
- Stage directions
- Setting
- Scenes
- Acts
- Plot
- Climax
- Characters
- Protagonist
- Antagonist
- Antihero
- Theme
- Chorus
- Odes
- Prologue
- Epilogue
- Strophe/antistrophe
- Choragos
- Blank verse
- Free verse
- Iambic pentameter
- Couplet
- Prose verse
- Irony
- Symbolism

- Images
- Conceits
- Diction
- Tone
- Intertextuality
- Structuralism/post-structuralism
- Feminist criticism
- Marxist criticism
- New criticism/formalism
- Psychoanalytic theory and criticism

**Competencies and Skills**

- Analysis
- Writing about drama.
- Understanding drama through various contexts, such as social, historical, artistic convention, intertextual, playwright's vision.
- Critical interpretation of dramatic performance on video or live theater.
- Critical reading of reviews.
- Speaking and listening reflectively.
- Small-group collaboration.



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## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar (541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 101	Course Title:	First Year Spanish – First Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Emphasizes active communication in beginning Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture. For beginners. First term of a three-term sequence in First Year Spanish. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Manage basic interactions, both oral and written forms, in highly predictable settings using basic vocabulary in present tense. 2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish. 3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture. 4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language. 5. Acquire strategies for analyzing authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes:  <ol style="list-style-type: none"> <li>1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in present tense.</li> <li>2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.</li> <li>4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>5. Acquire strategies for analyzing authentic materials in the target language.</li> </ol> Course Content:  <ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and discussions about films, arts, music, fotonovela. It is graded against as an oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of Spanish in the classroom, willingness to participate in <i>all</i> class activities,</li> </ul>
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	<p>cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</p> <ul style="list-style-type: none"> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> <li>• Acquire reading strategies, with pre-reading and prediction, skimming/scanning, looking for cognates, looking for meaning through context, careful reading and application.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.</li> <li>2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.</li> <li>3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>5. Acquire strategies for analyzing authentic materials in the target language.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Spanish 101 requires critical-thinking skills, reasoning and evaluation of information.</li> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.</li> <li>2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.</li> <li>3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>5. Acquire strategies for analyzing authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.</li> <li>2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.</li> <li>3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>

#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# First Year Spanish-First Term

**Course Number:** SPA 101

**Transcript Title:** First Year Spanish-First Term

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[MTH 20 \(/courses/mth-20\)](#) or equivalent placement test scores. Prerequisite/concurrent: [WR 121 \(/courses/wr-121\)](#).

## Course Description

Emphasizes active communication in beginning Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary and culture.

For beginners. First term of a three-term sequence in First Year Spanish. Prerequisite: MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.
2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.
3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.
5. Acquire strategies for analyzing authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class.

2. Individual presentations.
3. Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies.
4. Oral interviews with partner or instructor.
5. In class, interactive student role-plays.

## Course Activities and Design

Students are expected to attend all classes, participate actively in classroom activities, and prepare oral and written homework assignments. Students may work with bundled/web media or meetings with the instructor. After the introduction to the course, Spanish will be used in the classroom at all times. Students should plan to spend about one hour in preparation and practice outside of class for each class hour.

Spanish 101 emphasizes the acquisition and correct use of pronunciation, grammatical structures and cultural concepts for the purpose of communication in Spanish.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

1. Greetings, introductions and leave-takings.
2. Age and nationality.
3. Location and capitals of the Spanish speaking world.
4. Physical and personality descriptions.
5. Personal interests and activities.
6. Family members.
7. Hispanic last names.
8. Time and weather.
9. Classes and studies and professions.
10. Gender and noun/adjective agreement.
11. Regular and some irregular verbs in present, immediate future and present progressive.
12. Numbers.
13. Definite and indefinite articles.
14. Descriptive, possessive and demonstrative adjectives.
15. Describing states of being.

### Competencies and Skills

1. Manages introductions, leave taking, and exchanges basic personal information in a culturally appropriate manner.
2. Describes self and others: personality, physical attributes, and emotions.
3. Describes weather and states date and time.
4. Makes statements about daily activities, and likes and dislikes.
5. Describes plans for future activities.
6. Recognizes basic cultural and linguistic differences in the Spanish-speaking world.
7. Formulates simple questions and answers.
8. Identifies and names people and objects.
9. Writes lists and discrete sentences.
10. Reads and understands the main ideas in texts using abundant cognates.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar (541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 102	Course Title:	First Year Spanish – Second Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues the work of SPA 101. Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Prerequisites: Completion of SPA 101 or instructor permission; MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense. 2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish. 3. Identify a limited range of linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture. 4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Apply some strategies for analyzing authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense.</li> <li>2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish.</li> <li>4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> <li>5. Apply some strategies for analyzing authentic materials in the target language.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and discussions about films, arts, music, fotonovela. It is graded against as an oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of</li> </ul>
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	<p>Spanish in the classroom, willingness to participate in <i>all</i> class activities, cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</p> <ul style="list-style-type: none"> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> <li>• Acquire reading strategies, with pre-reading and prediction, skimming/scanning, looking for cognates, looking for meaning through context, careful reading and application.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense.</li> <li>2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish.</li> <li>3. Identify a limited range of linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> <li>5. Apply some strategies for analyzing authentic materials in the target language.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Spanish 102 requires critical-thinking skills, reasoning and evaluation of information.</li> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage basic interactions, in both oral and written forms, in highly predictable settings using basic vocabulary in the present tense.</li> <li>2. Develop circumlocution and inference skills, at a beginning level, when navigating a limited number of real world situations in Spanish.</li> <li>3. Recognize linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Identify selected historical and cultural movements in the target culture through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>5. Acquire strategies for analyzing authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense.</li> <li>2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish.</li> <li>3. Identify a limited range of linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# First Year Spanish-Second Term

**Course Number:** SPA 102

**Transcript Title:** First Year Spanish-Second Term

**Created:** September 1, 2012

**Updated:** August 17, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[SPA 101 \(https://www.cgcc.edu/courses/spa-101\)](https://www.cgcc.edu/courses/spa-101) or instructor permission, [MTH 20 \(https://www.cgcc.edu/courses/mth-20\)](https://www.cgcc.edu/courses/mth-20) or equivalent placement test.

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](/courses/wr-121)

## Course Description

Continues the work of SPA 101. Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Prerequisites: Completion of SPA 101 or instructor permission; MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Manage common interactions, in both oral and written forms, in predictable settings using the present and beginning work in the past tense.
2. Apply circumlocution and inference skills, at a beginning level, when navigating selected real world situations in Spanish.
3. Identify a limited range of linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Apply a limited understanding of selected historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.
5. Apply some strategies for analyzing authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class.
2. Individual and group presentations.
3. Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies.
4. Oral interviews with partner or instructor.
5. In class, interactive student role-plays.

## Course Activities and Design

Students are expected to attend all classes, participate actively in classroom activities, and prepare oral and written homework assignments. Students may work with bundled/web media or meetings with the instructor. After the introduction to the course, Spanish will be used in the classroom at all times. Students should plan to spend about one hour in preparation and practice outside of class for each class hour.

Spanish 102 emphasizes the acquisition and correct use of pronunciation, grammatical structures and cultural concepts for the purpose of communication in Spanish.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

1. Careers and activities at work
2. Domestic settings and activities
3. Comparisons and superlatives
4. Food, cooking and restaurant settings
5. Food in the Spanish speaking world
6. Direct and indirect object pronouns
7. Expressing obligation and duty
8. Expressing plans for the future
9. Geography and climates
10. Transportation and traveling
11. Holidays and celebrations of the Spanish speaking world
12. Pastimes
13. Parts of the body, health, personal care and habits
14. Reflexives verbs
15. Preterit and imperfect
16. Commands

### Competencies and Skills

1. Manages very basic interactions in restaurants, shops, domestic settings, travel related environments.
2. Discusses future plans and preferences
3. Describes daily routine
4. Begins to talk about past events and childhood
5. Follows basic directions
6. Recognizes cultural and linguistic differences in the Spanish-speaking world.
7. Formulates questions and answers.
8. Identifies and names people and objects.
9. Writes strings of sentences
10. Reads and understands the main ideas in simple texts
11. Comprehends slow native speech in a highly contextual setting



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 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar (541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 103	Course Title:	First Year Spanish – Third Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues the work of SPA 102. Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Prerequisites: Completion of SPA 102 or instructor permission; MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses. 2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish. 3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture. 4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language. 5. Expand and strengthen strategies for analyzing authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.</li> <li>2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.</li> <li>3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one’s own culture.</li> <li>4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> <li>5. Expand and strengthen strategies for analyzing authentic materials in the target language.</li> </ol> Course Content: <ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and discussions about films, arts, music, fotonovela. It is graded against as an</li> </ul>
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	<p>oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of Spanish in the classroom, willingness to participate in <i>all</i> class activities, cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</p> <ul style="list-style-type: none"> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> <li>• Acquire reading strategies, with pre-reading and prediction, skimming/scanning, looking for cognates, looking for meaning through context, careful reading and application.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.</li> <li>2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.</li> <li>3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> <li>5. Expand and strengthen strategies for analyzing authentic materials in the target language.</li> </ol> <p>Course Content:</p> <ul style="list-style-type: none"> <li>• Spanish 103 requires critical-thinking skills, reasoning and evaluation of information.</li> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.</li> <li>2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.</li> <li>3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> <li>5. Expand and strengthen strategies for analyzing authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.</li> <li>2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.</li> <li>3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.</li> <li>4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# First Year Spanish-Third Term

**Course Number:** SPA 103

**Transcript Title:** First Year Spanish-Third Term

**Created:** September 1, 2012

**Updated:** August 17, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[SPA 102 \(https://www.cgcc.edu/courses/spa-102\)](https://www.cgcc.edu/courses/spa-102) or instructor permission, [MTH 20 \(https://www.cgcc.edu/courses/mth-20\)](https://www.cgcc.edu/courses/mth-20) or equivalent placement test.

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](/courses/wr-121)

## Course Description

Continues the work of SPA 102. Emphasizes active communication in Spanish. Includes listening, speaking, reading, writing, pronunciation, structure, vocabulary, and culture. Prerequisites: Completion of SPA 102 or instructor permission; MTH 20 or equivalent placement test scores.

Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

successful completion students should be able to:

1. Manage common interactions, in both oral and written forms, in a selected variety of settings using the present, past and future tenses.
2. Further develop circumlocution and inference skills when navigating a variety of real world situations in Spanish.
3. Reflect on linguistic and cultural diversity within the Spanish-speaking world and how it differs and/or relates to one's own culture.
4. Apply a broader understanding of important historical and cultural movements in the target culture through exposure to literature, art and performing arts in the target language.
5. Expand and strengthen strategies for analyzing authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class
2. Individual and group presentations
3. Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies
4. Oral interviews with partner or instructor
5. In class, interactive student role-plays

## Course Activities and Design

Students are expected to attend all classes, participate actively in classroom activities, and prepare oral and written homework assignments. Students may work with bundled/web media or meetings with the instructor. After the introduction to the course, Spanish will be used in the classroom at all times. Students should plan to spend about one hour in preparation and practice outside of class for each class hour.

Spanish 103 emphasizes the acquisition and correct use of pronunciation, grammatical structures and cultural concepts for the purpose of communication in Spanish.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

1. Compound tenses
2. Parts of the body, health, personal care and habits
3. Relative pronouns
4. Reciprocal actions
5. Placing events in the past
6. Adverbs
7. Accidents
8. Commands
9. Influencing others
10. The environment
11. Direct and indirect object pronouns
12. Expressing obligation and duty
13. Expressing plans for the future
14. Holidays and celebrations of the Spanish speaking world
15. Reciprocal actions
16. Preterit versus imperfect

### Competencies and Skills

1. Manages basic personal interactions.
2. Discusses future plans and preferences.
3. Describes daily activities in present and past.
4. Recognizes and appreciates cultural and linguistic differences in the Spanish speaking world.
5. Begins to write paragraphs.
6. Reads and understands the main ideas in a variety of texts.
7. Comprehends slow native speech in a highly contextual setting.
8. Makes herself/himself understood by a native speaker accustomed to non-native speakers.



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 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar (541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 201	Course Title:	Second Year Spanish – First Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues the work of first year Spanish, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 103 or instructor permission. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. 4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:	
For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate <a href="#">CLO rubric</a> . Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.	
Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.	
1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations. 2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy. 4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one’s own cultural perspective. 5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts. 6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.  Course Content:

	<ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and discussions about films, arts, music, fotonovela. It is graded against as an oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of Spanish in the classroom, willingness to participate in <i>all</i> class activities, cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</li> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.</li> <li>2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.</li> <li>3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.</li> <li>4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.</li> <li>5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</li> <li>6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</li> </ol> <p>Course Content:</p> <p>Spanish 201 requires critical-thinking skills, reasoning and evaluation of information.</p> <ul style="list-style-type: none"> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.</li> <li>2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.</li> <li>3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.</li> <li>4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.</li> <li>5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</li> <li>6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.</li> <li>3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.</li> <li>4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.</li> <li>5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.</li> <li>6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

## Second Year Spanish - First Term

**Course Number:** SPA 201

**Transcript Title:** Second Year Spanish-1st Term

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

### Prerequisites

[SPA 103 \(https://www.cgcc.edu/courses/spa-103\)](https://www.cgcc.edu/courses/spa-103) or instructor permission

## Course Description

Continues the work of first year Spanish, reviewing, expanding, and perfecting pronunciation, structure, and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 103 or instructor permission. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Handle a limited number of uncomplicated communicative tasks in straightforward social situations.
2. Communicate using significant repetition, rephrasing, and circumlocution with native speakers accustomed to dealing with non-native speakers.
3. Write using paragraph-length connected discourse to narrate and describe in present, past and future time frames with limited accuracy.
4. Recognize and interpret cultural behaviors and attitudes within the Spanish-speaking world in relation to one's own cultural perspective.
5. Further analyze historical and cultural movements in the target culture in relation to key works of art, literature, music, film and/or performing arts.
6. Further develop and apply strategies for analyzing and responding to limited authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class.
2. Individual presentations.

3. Written tasks (in or outside of class, on paper or on-line) to assess reading, writing, listening, oral and cultural competencies.

## Course Activities and Design

The student must attend class regularly from the first day when important material is presented. S/he must come to class prepared to participate in all classroom activities, study related material in the textbook and complete take-home assignments. Student active participation in small groups and frequent responses during class time are considered necessary in order to master the material presented, therefore volunteer oral responses and risk taking are expected from each student. For each hour of class, the student should plan on one-half to one hour of outside study and preparation. Since coursework is structured and sequential, class attendance is mandatory and any absences will have a negative effect on the final grade.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

- Grammatical Structures:
  - Present tense
  - Ser and Estar
  - Gustar and similar verbs
  - Nouns and articles
  - Adjectives
  - Preterite
  - Imperfect
  - Preterite vs. Imperfect
  - Progressive forms
  - Subjunctive in noun clauses
  - Commands
  - Object Pronouns

### Themes

- Description of personality, relationships, feelings and emotions
- Giving and following directions
- Description of people, places and activities in the city
- Discussion of mass media
- Spanish speaking countries: history, geography and social issues
- Literary readings

## Department Notes

This course satisfies part of the foreign language requirement for the B. A. degree, counts towards Arts and Letters distribution requirements for the A. A. degree, and contributes to the General Education requirement for other Associate Degrees.



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# Columbia Gorge Community College

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 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar (541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 202	Course Title:	Second Year Spanish – Second Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 201 or instructor permission. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Handle a wider range of communicative tasks in selected social situations. 2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers. 3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy. 4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective. 5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to selected authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Handle a wider range of communicative tasks in selected social situations.</li> <li>2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.</li> <li>3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.</li> <li>4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one’s own cultural perspective.</li> <li>5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to selected authentic materials in the target language.</li> </ol> Course Content: <ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and</li> </ul>
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	<p>discussions about films, arts, music, fotonovela. It is graded against as an oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of Spanish in the classroom, willingness to participate in <i>all</i> class activities, cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</p> <ul style="list-style-type: none"> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> <li>• Acquire reading strategies, with pre-reading and prediction, skimming/scanning, looking for cognates, looking for meaning through context, careful reading and application.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a wider range of communicative tasks in selected social situations.</li> <li>2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.</li> <li>3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.</li> <li>4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective.</li> <li>5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to selected authentic materials in the target language.</li> </ol> <p>Course Content:</p> <p>Spanish 202 requires critical-thinking skills, reasoning and evaluation of information.</p> <ul style="list-style-type: none"> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a wider range of communicative tasks in selected social situations.</li> <li>2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.</li> <li>3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.</li> <li>4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective.</li> <li>5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to selected authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a wider range of communicative tasks in selected social situations.</li> <li>2. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

## Second Year Spanish - Second Term

**Course Number:** SPA 202

**Transcript Title:** Second Year Spanish-2nd Term

**Created:** February 27, 2013

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

### Prerequisites

[SPA 201 \(https://www.cgcc.edu/courses/spa-201\)](https://www.cgcc.edu/courses/spa-201) or instructor permission

## Course Description

Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 201 or instructor permission. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Handle a wider range of communicative tasks in selected social situations.
2. Communicate more effectively with some rephrasing and circumlocution with native speakers accustomed to dealing with non-native speakers.
3. Further develop discourse to narrate and describe in more detail and length using a variety of time frames and modes with greater accuracy.
4. Expand understanding of cultural similarities and differences within the Spanish-speaking world in relation to one's own cultural perspective.
5. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
6. Analyze and develop responses to selected authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class

2. Individual and group presentations
3. Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies
4. Oral interviews with partner or instructor
5. In class, interactive student role-plays

## Course Activities and Design

The student must attend class regularly from the first day when important material is presented. S/he must come to class prepared to participate in all classroom activities, study related material in the textbook and complete take-home assignments. Student active participation in small groups and frequent responses during class time are considered necessary in order to master the material presented, therefore volunteer oral responses and risk taking are expected from each student. For each hour of class, the student should plan on one-half to one hour of outside study and preparation. Since coursework is structured and sequential, class attendance is mandatory and any absences will have a negative effect on the final grade.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

1. Social and cultural activities, and sports
2. Travel
3. Narrating a sequence of events in the past (imperfect versus preterite)
4. Shopping for food, and ordering food in a restaurant
5. Indicating one's preferences (verbs like "gustar")
6. Describing medical, dental, and hospital care
7. Shopping for clothes: explaining one's needs: style, size, etc.
8. Compound tenses (present perfect, pluperfect)
9. Subject, object, and double object pronouns
10. Subordinate noun and adjectival clauses and the subjunctive (present, imperfect)
11. Comparisons

### Competencies and Skills

1. Manages personal interactions
2. Discusses activities in future, present and past
3. Gives recommendations and suggestions
4. Recognizes and appreciates cultural and linguistic differences in the Spanish speaking world
5. Writes paragraphs given a context and a model
6. Reads and understands a variety of texts
7. Comprehends slow native speech in a contextual setting
8. Makes herself/himself understood by a native speaker accustomed to non-native speakers



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar 541) 506-6183 jkamrar@cgcc.edu
Course Prefix and Number:	SPA 203	Course Title:	Second Year Spanish – Third Term
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 202 or instructor permission. Audit available.		
Course Outcomes:	Upon successful completion students will be able to: 1. Manage most communicative tasks in a variety of social situations. 2. Communicate effectively with some rephrasing and circumlocution with most native speakers. 3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy. 4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective. 5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture. 6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

- |  |   |
|--|---|
| <p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills.<br/>(<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation<br/>**REQUIRED**</p> | <p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage most communicative tasks in a variety of social situations.</li> <li>2. Communicate effectively with some rephrasing and circumlocution with most native speakers.</li> <li>3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.</li> <li>4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one’s cultural perspective.</li> <li>5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</li> </ol> <p>Course Content:</p> |
|--|---|

	<ul style="list-style-type: none"> <li>• Course cultural and historical movements in Spanish readings and discussions about films, arts, music, fotonovela. It is graded against as an oral assessment with a class partner, active participation in class, interactive student role-plays and online activities. Active Participation involves a number of variables, including but not limited to: The use of Spanish in the classroom, willingness to participate in <i>all</i> class activities, cooperation during group and pair work, respect and attitude toward all peers and preparedness for the lesson</li> <li>• Projects that include writing work, graded against a rubric that assesses essential elements using consistent and accurate use of structures, writing and written presentation of a report.</li> <li>• Oral presentations graded against a rubric that assesses content, delivery, language structure, pronunciation and vocabulary.</li> <li>• One-to-one, graded against as an active participation in class.</li> <li>• Acquire reading strategies, with pre-reading and prediction, skimming/scanning, looking for cognates, looking for meaning through context, careful reading and application.</li> </ul>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes   <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage most communicative tasks in a variety of social situations.</li> <li>2. Communicate effectively with some rephrasing and circumlocution with most native speakers.</li> <li>3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.</li> <li>4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective.</li> <li>5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</li> </ol> <p>Course Content:</p> <p>Spanish 203 requires critical-thinking skills, reasoning and evaluation of information.</p> <ul style="list-style-type: none"> <li>• Students will explore issues, ideas, literature, art, music, films, performing arts, content and events before accepting or formulating an opinion or conclusion.</li> <li>• The course is designed to help student develop the control of their learning and respect toward different cultures through hands-on activities.</li> </ul>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	

<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p>
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Manage most communicative tasks in a variety of social situations.</li> <li>2. Communicate effectively with some rephrasing and circumlocution with most native speakers.</li> <li>3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.</li> <li>4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective.</li> <li>5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> <li>6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students gain an appreciation of cultural diversity through a different course activities and work. Includes readings, role playing, films, movies and simulations.</li> <li>• Assess cultural perspectives and values different from their own.</li> <li>• Modify biased behavior, practices and language.</li> <li>• Use more than one appropriate technique for exploring assumptions and expressing viewpoints.</li> <li>• Evaluate the relationships of individuals and cultures to the history of events and ideas.</li> <li>• Formulate a theory of how various technical systems, world views, assumptions, and theories about self, and historical, cultural, economic and social context impact individual and cultural relationships.</li> </ul>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Handle a wider range of communicative tasks in selected social situations.</li> <li>2. Deepen understanding of historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.</li> </ol> <p>Content:</p> <ul style="list-style-type: none"> <li>• Students identify current social and environmental issues through exposure to literature, art, music, film and/or performing arts in the target language.</li> <li>• Describe students' own roles in the community.</li> <li>• Identify methods of participation in civic and environmental action.</li> </ul>
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3.13.19
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

## Second Year Spanish - Third Term

**Course Number:** SPA 203

**Transcript Title:** Second Year Spanish-3rd Term

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

### Prerequisites

[SPA 202 \(https://www.cgcc.edu/courses/spa-202\)](https://www.cgcc.edu/courses/spa-202) or instructor permission

## Course Description

Continues to expand structure and vocabulary for the purpose of active communication. Includes practice in reading and writing. Prerequisites: SPA 202 or instructor permission. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Manage most communicative tasks in a variety of social situations.
2. Communicate effectively with some rephrasing and circumlocution with most native speakers.
3. Narrate and describe with increased detail and length using a variety of time frames and modes with consistent accuracy.
4. Understand the values underlying cultural behaviors and attitudes within the Spanish-speaking world and how it relates to one's cultural perspective.
5. Compare and contrast historical and cultural movements through analysis of selected works of art, literature, music, film and/or performing arts from the target culture.
6. Analyze and develop responses to abstract and complex ideas in a variety of authentic materials in the target language.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>In-depth</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Students will be assessed by any combination of the following:

1. Active participation in class.

2. Individual presentations.
3. Contextual written tasks (in or outside of class) to assess reading, writing, cultural, and aural competencies.
4. Oral interviews with partner or instructor.
5. In class, interactive student role-plays.

## Course Activities and Design

The student must attend class regularly from the first day when important material is presented. S/he must come to class prepared to participate in all classroom activities, study related material in the textbook and complete take-home assignments. Student active participation in small groups and frequent responses during class time are considered necessary in order to master the material presented, therefore volunteer oral responses and risk taking are expected from each student. For each hour of class, the student should plan on one-half to one hour of outside study and preparation. Since coursework is structured and sequential, class attendance is mandatory and any absences will have a negative effect on the final grade.

## Course Content (Themes, Concepts, Issues and Skills)

Include all or most of the following:

1. Greetings, introductions and leave-taking.
2. Age and nationality, geography of the Hispanic world.
3. Personal descriptions, daily routines, interests and activities.
4. Household items and domestic chores.
5. The Hispanic city, asking and giving directions, and commands.
6. Family members and Hispanic last names.
7. Time and weather.
8. Classes, studies and professions.
9. Definite and indefinite articles. Noun/adjective agreement.
10. Regular and irregular verbs in present, immediate future, present progressive and preterite.
11. Introduction to present subjunctive, and subordinate clauses.

### Competencies and Skills:

1. Manages personal interactions.
2. Discusses activities in present and past.
3. Begins to give recommendations and suggestions.
4. Recognizes and appreciates cultural and linguistic differences in the Spanish speaking world.
5. Begins to write paragraphs given a context and a model.
6. Reads and understands a variety of texts.
7. Comprehends slow native speech in a highly contextual setting.
8. Makes herself/himself understood by a native speaker accustomed to non-native speakers.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 241	Course Title:	Creative Writing – Fiction
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Focuses on writing short fiction for class discussion and analysis in a workshop setting. Explores the techniques, styles, and structures of the writings of established authors, as well as the creative writing process from development of an idea to revision of a manuscript. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice). 2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. 3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction. 4. Lead a workshop of a peer's short story.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice). 2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. 3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.  Content: This course addresses all four areas of communication. Students read and analyze short stories by established authors, and they are required to write responses to each story wherein they address the elements of fiction. Students also write original fiction wherein they demonstrate their skill regarding these elements of fiction. Students write critiques of their peers' fiction wherein they demonstrate their knowledge of the elements of fiction. Finally, in class workshops, students discuss their peers' work wherein they articulate their knowledge of the elements of fiction as it pertains to their peers' work.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.</li> <li>3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.</li> </ol> <p>Content:</p> <p>In writing original fiction, students often write stories based on personal experience derived from personal reflection, and they often write stories requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, character evolution, point of view, figurative language, pacing, imagery, arc, irony, symbolism, flashback, flash-forward and others. Students write critiques of their peers' fiction wherein they demonstrate their knowledge of the elements of fiction by explaining problems in their peers' fiction.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).</li> </ol> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine other cultures, and they may write stories wherein cultural conflict is revealed in both the workplace and the community.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).</p> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine the impact of human activity upon both the social and natural world. In examining such fiction, students examine community through the context of assimilation, accommodation, rebellion and flight.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Creative Writing - Fiction

**Course Number:** WR 241

**Transcript Title:** Creative Writing - Fiction

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](#)

## Course Description

Focuses on writing short fiction for class discussion and analysis in a workshop setting. Explores the techniques, styles, and structures of the writings of established authors, as well as the creative writing process from development of an idea to revision of a manuscript. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion students should be able to:

1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).
2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.
3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.
4. Lead a workshop of a peer's short story.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; writing fiction pieces, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation will be incorporated in the assessment process.

May include student critiques of student work, in-class and out-of-class writing, close reading exercises, instructor conferences. Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

## Course Activities and Design

This course includes lecture, but consists mostly of round-table workshops in which student work will be evaluated by the entire class in a critique session led by the instructor. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students will also read a variety of published fiction and essays on producing fiction, and they will complete both in-class and out-of-class written exercises. Students will lead at least one workshop of a peer's story.

## Course Content (Themes, Concepts, Issues and Skills)

- Plot
- Character
- Scene
- Narrative voice
- Point of view
- First person
- Second person
- Third person
- Dialogue
- Conflict
- Setting
- Tone/Language
- Text
- Subtext
- Figurative Language
- Genres
- Pacing
- Revision
- Purpose
- Protagonist
- Imagery
- Theme
- Writing as a process
- Denouement
- Flashback
- Irony
- Allusion
- Symbol
- Close reading
- Analysis
- Contextualization
- Artistic convention
- Multiple interpretation
- Audience
- Objective Correlative
- Metafiction



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## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 242	Course Title:	Creative Writing—Poetry
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Focuses on the writing and submitting of poetry for class discussion and analysis in a workshop setting. Introduces the techniques, structures, and styles of established poets. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work. 2. Write original poetry employing the various techniques and elements of poetry such as imagery, metaphor, linebreaks, alliteration, assonance, and meter to write poems. 3. Effectively edit own original poetry based on knowledge gained from close and analytical reading of peer poetry. 4. Lead a workshop of a peer's poetry.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
  3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.</li> <li>2. Write original poetry employing the various techniques and elements of poetry such as imagery, metaphor, linebreaks, alliteration, assonance, and meter to write poems.</li> <li>3. Effectively edit own original poetry based on knowledge gained from close and analytical reading of peer poetry.</li> </ol> <p>Content:</p> <p>This course addresses all four areas of communication. Students read and analyze poems by established poets, and they are required to write responses to each poem wherein they address the elements of poetry. Students also write original poetry wherein they demonstrate their skill regarding these elements of poetry. Students write critiques of their peers’ poems wherein they demonstrate their knowledge of the elements of poetry. Finally, in class workshops, students discuss their peers’ work wherein they articulate their knowledge of the elements of poetry as it pertains to their peers’ work.</p>
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>2. Write original poetry employing the various techniques and elements of poetry such as imagery, metaphor, linebreaks, alliteration, assonance, and meter to write poems.</li> <li>3. Effectively edit own original poetry based on knowledge gained from close and analytical reading of peer poetry.</li> </ol> <p>Content:</p> <p>In writing original poetry, students often write stories based on personal experience derived from personal reflection, and they often write poems requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, figurative language, imagery, symbolism, and others. Students write critiques of their peers' poetry wherein they demonstrate their knowledge of the elements of poetry by explaining problems in their peers' poetry.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses.</b>  <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.</li> </ol> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine other cultures, and they may write stories wherein cultural conflict is revealed in both the workplace and the community.</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor  <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.</li> </ol> <p>Content:</p>

	In reading and analyzing established authors from around the world, students examine the impact of human activity upon both the social and natural world. In examining such poetry, students examine community through the context of the poem's speaker's experience.
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019

Department Chair (enter name of department chair): Leigh Hancock

Department Dean (enter name of department dean): Stephen Shwiff

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Creative Writing - Poetry

**Course Number:** WR 242

**Transcript Title:** Creative Writing - Poetry

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](#)

## Course Description

Focuses on the writing and submitting of poetry for class discussion and analysis in a workshop setting. Introduces the techniques, structures, and styles of established poets. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Read a wide range of established poets, particularly American and contemporary poets, to learn techniques demonstrated in their work.
2. Write original poetry employing the various techniques and elements of poetry such as imagery, metaphor, linebreaks, alliteration, assonance, and meter to write poems.
3. Effectively edit own original poetry based on knowledge gained from close and analytical reading of peer poetry.
4. Lead a workshop of a peer's poetry.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; writing poems, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity.

May include student critiques of student work, in-class and out-of-class writing, close reading exercises, instructor conferences. Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

## Course Activities and Design

This course includes lecture, but consists mostly of round-table workshops in which student work will be evaluated by the entire class in a critique session led by the instructor. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students will also read a variety of published poems and essays on producing poetry, and they will complete both in-class and out-of-class written exercises.

## Course Content (Themes, Concepts, Issues and Skills)

During the term students generally write nine or ten short poems and perhaps keep a reading notebook based upon the reading for the course. A third of the course is typically taken up by discussion of reading and presentation and practice of techniques. The remaining two-thirds of class time is typically creative writing workshop, in which students in large or small groups learn to read aloud and constructively evaluate each other's poems. Some instructors require anonymity while others prefer that all poems be signed. Students typically workshop poems both orally and in writing. All out-of-class writing is generally typed. Other activities may include listening and/or viewing recordings of poets reading their work and/or talking about the practice of poetry, guest poet visits or field trips to readings. The instructor should spend approximately an hour of conference with each student outside of class.

- abstraction
- accent
- alliteration
- allusion
- ambiguity
- American idiom
- anaphora
- Anglo Saxon
- archaic diction
- assonance
- audience
- blank verse
- clarity
- compression
- concision
- concrete images
- confessional poetry
- connotation
- cover letter
- denotation
- diction
- end rhyme
- extended metaphor
- figurative language
- form
- formal poetry
- free verse
- full rhyme
- image
- imagination
- internal rhyme
- irony
- line
- lyric poetry
- metaphor
- meter
- multiple submissions
- narrative poetry
- negative capability

- objective correlative
- paradox
- personae
- point of view
- pre and free writing
- revision
- rhythm
- scansion
- simile
- slant rhyme
- stanza
- symbolism
- tenor
- tension
- tone
- turns and leaps
- vehicle
- voice



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 243	Course Title:	Creative Writing: Script Writing
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Focuses on writing and submitting theatre and film scripts for class discussion and analysis. Studies established writers for techniques, structures, and styles. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience. 2. Write an original script totaling at least 4,000 words that effectively uses the elements of the craft, demonstrating an understanding of the unification of form, content, and structure. 3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts. 4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production. 5. Lead a workshop of a peer's script.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.</li> <li>2. Write an original script totaling at least 4,000 words that effectively uses the elements of the craft, demonstrating an understanding of the unification of form, content, and structure.</li> <li>3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts.</li> <li>4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production.</li> <li>5. Lead a workshop of a peer's script.</li> </ol> Content:  This course addresses all four areas of communication. Students read and analyze scripts by established authors, and they are required to write responses to each script wherein they address the elements of drama. Students also write original scripts wherein they demonstrate their skill regarding these elements
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	of drama. Students write critiques of their peers' scripts wherein they demonstrate their knowledge of the elements of drama. Finally, in class workshops, students discuss their peers' work wherein they articulate their knowledge of the elements of drama as it pertains to their peers' work.
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>2. Write an original script totaling at least 4,000 words that effectively uses the elements of the craft, demonstrating an understanding of the unification of form, content, and structure.</li> <li>3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts.</li> </ol> <p>Content:</p> <p>In writing original scripts, students often write stories based on personal experience derived from personal reflection, and they often write stories requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, character evolution, point of view, figurative language, pacing, imagery, arc, irony, symbolism, flashback, flash-forward and others. Students write critiques of their peers' script wherein they demonstrate their knowledge of the elements of drama by explaining problems in their peers' script.</p>
<p><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.</li> </ol> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine other cultures, and they may write scripts wherein cultural conflict is revealed in both the workplace and the community.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.</p> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine the impact of human activity upon both the social and natural world. In examining such scripts, students examine community through the context of assimilation, accommodation, rebellion and flight.</p>
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#### Section #4 Department Review

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Creative Writing - Script Writing

**Course Number:** WR 243

**Transcript Title:** Creative Wr (Script Wr)

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisite / Concurrent

[WR 121 \(/courses/wr-121\)](#)

## Course Description

Focuses on writing and submitting theatre and film scripts for class discussion and analysis. Studies established writers for techniques, structures, and styles. Prerequisite/concurrent: WR 121. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.
2. Write an original script totaling at least 4,000 words that effectively uses the elements of the craft, demonstrating an understanding of the unification of form, content, and structure.
3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts.
4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production.
5. Lead a workshop of a peer's script.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to reading and study questions; quizzes; evaluation of small and full-group discussion, in-class and out-of-class writing; writing scripts; revising scripts; participation in reading of scripts.

Because of the participatory nature of the workshop atmosphere of the course, consistent attendance is essential. The course grade is determined by appraisal of the students' writing, regularity of attendance in class and individual conferences, and active participation in class activities.

## Course Activities and Design

This course can include lecture, but will likely consist mostly of round-table workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it either in discussion or in writing. Students may also read a variety of published scripts and view live or recorded performances for analysis. The instructor should spend approximately an hour of conference with each student outside of class.

## Course Content (Themes, Concepts, Issues and Skills)

- Plot
- Character
- Scene
- Voice
- Diction
- Theme
- Sound/Music
- Spectacle
- Point of view
- Dialogue
- Conflict
- Objectives
- Obstacles
- Stakes
- Setting
- Context
- Tone/Language
- Text
- Subtext
- Visual metaphors/Imagery
- Pacing
- Protagonist
- Antagonist
- Theatrical convention
- Audience
- Dramatic irony
- Dramatic economy
- Mimesis



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 244	Course Title:	Adv. Creative Writing – Fiction
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Extends the introduction to the craft of fiction started in WR 241. Explores the creative writing process from development of an idea to revision of a manuscript. Introduces the techniques, structures, and styles of established writers. Prerequisites: WR 241. Audit available.		
Course Outcomes:	1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice). 2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story. 3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction. 4. Research literary journals' submission policies, write effective submission cover letters, and submit short stories for possible publication.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
  3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)

4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).</li> <li>2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.</li> <li>3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.</li> </ol> Content:  This course addresses all four areas of communication. Students read and analyze short stories by established authors, and they are required to write responses to each story wherein they address the elements of fiction. Students also write original fiction wherein they demonstrate their skill regarding these elements of fiction. Students write critiques of their peers' fiction wherein they demonstrate their knowledge of the elements of fiction. Finally, in class workshops, students discuss their peers' work wherein they articulate their knowledge of the elements of fiction as it pertains to their peers' work.
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<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.</li> <li>3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.</li> <li>4. Research literary journals' submission policies, write effective submission cover letters, and submit short stories for possible publication.</li> </ol> <p>Content:</p> <p>In writing original fiction, students often write stories based on personal experience derived from personal reflection, and they often write stories requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, character evolution, point of view, figurative language, pacing, imagery, arc, irony, symbolism, flashback, flash-forward and others. Students write critiques of their peers' fiction wherein they demonstrate their knowledge of the elements of fiction by explaining problems in their peers' fiction.</p>
<p align="center"><b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p><input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly</p>	
<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).</li> </ol> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine other cultures, and they may write stories wherein cultural conflict is revealed in both the workplace and the community.</p>

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).</p> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine the impact of human activity upon both the social and natural world. In examining such fiction, students examine community through the context of assimilation, accommodation, rebellion and flight.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Advanced Creative Writing - Fiction

**Course Number:** WR 244

**Transcript Title:** Adv Creative Writing - Fiction

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[WR 241 \(/courses/wr-241\)](#)

## Course Description

Extends the introduction to the craft of fiction started in WR 241. Explores the creative writing process from development of an idea to revision of a manuscript. Introduces the techniques, structures, and styles of established writers. Prerequisites: WR 241. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Read and analyze established authors in order to become familiar with the elements of fiction (eg. plot, dialogue, character, point of view, setting, tone, style, voice).
2. Write original fiction that effectively uses the elements of the craft, leading to the development and revision of at least one complete short story.
3. Effectively edit own original fiction based on knowledge gained from close and analytical reading of peer fiction.
4. Research literary journals' submission policies, write effective submission cover letters, and submit short stories for possible publication.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; writing fiction pieces, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity. Both instructor and peer evaluation will be incorporated in the assessment process.

May include student critiques of student work, in-class and out-of-class writing, close reading exercises, instructor conferences. Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

## Course Activities and Design

This course includes lecture, but consists mostly of round-table workshops in which student work will be evaluated by the entire class in a critique session led by the instructor. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students will also read a variety of published fiction and essays on producing fiction, and they will complete both in-class and out-of-class written exercises. Students will lead at least one workshop of a peer's story.

## Course Content (Themes, Concepts, Issues and Skills)

- Plot
- Character
- Scene
- Narrative voice
- Point of view
- First person
- Second person
- Third person
- Dialogue
- Conflict
- Setting
- Tone/Language
- Text
- Subtext
- Figurative Language
- Genres
- Pacing
- Revision
- Purpose
- Protagonist
- Imagery
- Theme
- Writing as a process
- Denouement
- Flashback
- Irony
- Allusion
- Symbol
- Close reading
- Analysis
- Contextualization
- Artistic convention
- Multiple interpretation
- Audience
- Objective Correlative
- Metafiction
- Query Letters/SASE
- Journal Websites



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 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 245	Course Title:	Adv Creative Writing—Poetry
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Extends the introduction to the craft of poetry in WR 242. Includes additional practice in writing poetry and critiquing work of peers in a workshop setting. Prerequisite: WR 242. Audit available.		
Course Outcomes:	1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work. 2. Employ imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways. 3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, and sestinas. 4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication. 5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance. 6. Recognize the poetics of established poets and reflect upon their own values to develop their own personal poetics.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)

2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

### Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <ol style="list-style-type: none"> <li>1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work.</li> <li>2. Employ imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways.</li> <li>3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, and sestinas.</li> <li>4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication.</li> </ol> <p>Content:</p> <p>This course addresses all four areas of communication. Students read and analyze poems by established poets, and they are required to write responses to each poem wherein they address the elements of poetry. Students also write original poetry wherein they demonstrate their skill regarding these elements of poetry. Students write critiques of their peers' poems wherein</p>
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	they demonstrate their knowledge of the elements of poetry. Finally, in class workshops, students discuss their peers' work wherein they articulate their knowledge of the elements of poetry as it pertains to their peers' work.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> ) <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: 2. Employ imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways. 4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication. 6. Recognize the poetics of established poets and reflect upon their own values to develop their own personal poetics.  Content: In writing original poetry, students often write poems based on personal experience derived from personal reflection, and they often write poems requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, figurative language, imagery, symbolism, and others. Students write critiques of their peers' poetry wherein they demonstrate their knowledge of the elements of poetry by explaining problems in their peers' poetry.
<b>Provide a response for each of the following three CLOs that your course addresses.</b> <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b>	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> ) <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. ( <i>Cultural Awareness</i> ) <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: 1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work. 5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance.  Content: In reading and analyzing established poets from around the world, students examine other cultures, and they may write poems wherein cultural conflict is

	revealed in both the workplace and the community.
5. Recognize the consequences of human activity upon our social and natural world. <i>(Community and Environmental Responsibility)</i> <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised Course outcomes: 1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work. Content: In reading and analyzing established poets from around the world, students examine the impact of human activity upon both the social and natural world. In examining such poetry, students examine community through the context of the poem's speaker's experience.

Section #4 Department Review		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Advanced Creative Writing - Poetry

**Course Number:** WR 245

**Transcript Title:** Adv Creative Writing - Poetry

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[WR 242 \(/courses/wr-242\)](#)

## Course Description

Extends the introduction to the craft of poetry in WR 242. Includes additional practice in writing poetry and critiquing work of peers in a workshop setting. Prerequisite: WR 242. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Read a wide range of established poets from both the United States and other countries to learn techniques demonstrated in their work.
2. Employ imagery, metaphor, line breaks, stanzas, alliteration, assonance, rhyme, and rhythm, in increasingly complex ways.
3. Identify metrical patterns within a poem and write poems employing various forms, such as sonnets, villanelles, and sestinas.
4. Employ critical thinking and problem-solving techniques to critique others' poems constructively and use criticism of their own poetry and self-reflection to revise their own poems for publication.
5. Engage in the local poetry scene, becoming familiar with poetry websites, poetry awards, live poetry readings, poetry workshops, and publication opportunities, and submit manuscripts for publication or performance.
6. Recognize the poetics of established poets and reflect upon their own values to develop their own personal poetics

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to study questions; evaluation of small- and full-group discussion; in-class and out-of-class writing; writing poems, as well as other types of more informal writing; presentation by individuals and groups; short and long quizzes; close reading exercises using

support/evidence; writing exercises which include evaluation of various interpretations of a text and their relative validity.

May include student critiques of student work, in-class and out-of-class writing, close reading exercises, instructor conferences. Students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

## Course Activities and Design

This course includes lecture, but consists mostly of round-table workshops in which student work will be evaluated by the entire class in a critique session led by the instructor. Students will come prepared to critique the work by responding to it during this discussion, as well as submitting written responses. Students will also read a variety of published poems and essays on producing poetry, and they will complete both in-class and out-of-class written exercises.

## Course Content (Themes, Concepts, Issues and Skills)

During the term students generally write nine or ten short poems and perhaps keep a reading notebook based upon the reading for the course. A third of the course is typically taken up by discussion of reading and presentation and practice of techniques. The remaining two-thirds of class time is typically creative writing workshop, in which students in large or small groups learn to read aloud and constructively evaluate each other's poems. Some instructors require anonymity while others prefer that all poems be signed. Students typically workshop poems both orally and in writing. All out-of-class writing is generally typed. Other activities may include listening and/or viewing recordings of poets reading their work and/or talking about the practice of poetry, guest poet visits or field trips to readings. The instructor should spend approximately an hour of conference with each student outside of class.

- abstraction
- accent
- alliteration
- allusion
- ambiguity
- American idiom
- anaphora
- Anglo Saxon
- archaic diction
- assonance
- audience
- blank verse
- clarity
- compression
- concision
- concrete images
- confessional poetry
- connotation
- cover letter
- denotation
- diction
- end rhyme
- extended metaphor
- figurative language
- form
- formal poetry
- free verse
- full rhyme
- image
- imagination
- internal rhyme
- irony
- line
- lyric poetry
- metaphor
- meter
- multiple submissions
- narrative poetry

- negative capability
- objective correlative
- paradox
- personae
- point of view
- pre and free writing
- revision
- rhythm
- scansion
- simile
- slant rhyme
- stanza
- symbolism
- tenor
- tension
- tone
- turns and leaps
- vehicle
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# Columbia Gorge Community College

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 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 246	Course Title:	Advanced Creative Writing: Editing and Publishing
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Emphasizes development of craft while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms, including an annual student literary magazine. Prerequisites: (WR 241, 242 or 243) and (WR 244 or 245) or instructor permission. Audit available.		
Course Outcomes:	1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing. 3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers. 4. Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding. 5. Write their own creative writing with greater knowledge and self-awareness.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts.</li> <li>2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.</li> <li>3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers.</li> <li>5. Write their own creative writing with greater knowledge and self-awareness.</li> </ol> Content:  This course addresses all four areas of communication. Students read and analyze fiction, non-fiction and poetry submissions, and as editors they write
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	critiques of these submissions and discuss them at editorial meetings, and they also write their own fiction, poetry and non-fiction. Students also read literature by established authors.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.  Content:  Students write submitting authors critiques of their work with suggestions for improvements, and in working with a publication cycle, they work against deadlines. Students conduct research regarding accuracy of submissions.
<b>Provide a response for each of the following three CLOs that your course addresses.</b> <b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “major” or “minor.”</b>	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )  <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. ( <i>Cultural Awareness</i> )  <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts. 2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.  Content:  In reading and analyzing work from established authors, as well as work from authors they solicit work from, students examine other cultures, and they may write stories and poems wherein cultural conflict is revealed in both the workplace and the community.

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts.</p> <p>Content:</p> <p>In reading solicited literature, students examine the impact of human activity upon both the social and natural world.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Advanced Creative Writing - Editing & Publishing

**Course Number:** WR 246

**Transcript Title:** Adv Creative Wr, Edit & Pub

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

(WR 241 (<http://cgcc.us/courses/wr-241>), WR 242 (<http://cgcc.us/courses/wr-242>), or WR 243 (<http://cgcc.us/courses/wr-243>)) and (WR 244 (<http://cgcc.us/courses/wr-244>) or WR 245 (<http://cgcc.us/courses/wr-245>)) or instructor permission

## Course Description

Emphasizes development of craft while introducing basics of editing others' manuscripts and preparing them for publication in a variety of forms, including an annual student literary magazine. Prerequisites: (WR 241, 242 or 243) and (WR 244 or 245) or instructor permission. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Solicit and read a variety of literary and artistic submissions, and use appropriate critical language to define an aesthetic to guide the evaluation process and the decisions to accept or reject manuscripts.
2. Work cooperatively and communicate effectively with co-editors and contributors to edit and publish a small literary publication, using critical thinking and problem solving to address the multitude of mechanical and strategic problems and possibilities in publishing.
3. Respond fairly, intelligently, and professionally to a variety of literary and artistic submissions, showing respect for themselves and others as writers.
4. Participate in a complete publication cycle, engaging in the mechanics of keyboarding, design, layout, and proofreading; and communicate effectively with the professionals who handle other aspects of publication, such as the printing and binding.
5. Write their own creative writing with greater knowledge and self-awareness.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

The course grade is determined by appraisal of the student's participation and contribution to the group effort of producing the literary and arts magazine. Evaluation is based upon effectiveness, dependability and timeliness in carrying out responsibilities; contribution of imaginative and workable ideas; application of critical values as developed in this and other classes; successful completion of any other assigned work, such as a personal chapbook and creative writing; and, acceptance of responsibility for editorial choices. Attendance policies vary with instructors: students missing a week's worth of class may not expect an A; those missing two weeks' worth may not pass the course.

## Course Activities and Design

Students meet for four hours in class during the week as well as for special sessions if workload or deadline necessitates them. In addition to reading and workshopping their own work, students will solicit and review manuscripts and artwork for inclusion in a literary journal. Classroom methods vary as necessary to prepare for the publication of literary journal. These methods may include lectures, conferences, demonstrations, assigned readings or field trips to learn about printing, graphic arts, photography, typesetting, marketing, layout, and small-press operation. Students may be required to attend and participate in public readings that they will organize for contributing writers in conjunction with marketing the magazine. The instructor should spend approximately an hour of conference with each student outside of class.

## Course Content (Themes, Concepts, Issues and Skills)

- Desktop publishing
- Becoming conversant with current desktop publishing software, such as:
  - InDesign
  - Photoshop
  - OmniPage Direct
  - MS Word
- Book design and typography
- Self-publishing
- Designing and producing a small chapbook
- Furthering creative writing skills
- Publishing and the business of literature
- Editing and proofreading skills
- Sharpening critical skills

## Department Notes

A brief interview with the instructor may be necessary before enrollment in the course. Students are encouraged to continue study in literature and languages as well as other creative writing courses.



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# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Writing, Literature and Foreign Language	Submitter Name: Phone: Email:	Jenn Kamrar x6183 jkamrar@cgcc.edu
Course Prefix and Number:	WR 247	Course Title:	Advanced Creative Writing: Script Writing
Course Credits:	4	Gen Ed Category:	<input checked="" type="checkbox"/> Arts and Letters <input type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Focuses on writing and submitting both drama and screen scripts for class discussion and analysis, as introduced in WR 243. Continues the study of established writers for techniques, structures, and styles. Prerequisite: WR 243 or instructor permission. Audit available.		
Course Outcomes:	1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience. 2. Write one or more original scripts totaling at least 6,000 words that effectively use the elements of the craft, demonstrating an understanding of the unification of form, content, and structure. 3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts. 4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production. 5. Research and submit scripts for consideration for production.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*
2. **CGCC Core Learning Outcomes (CLO):**  
 Through their respective disciplines, CGCC students who earn a degree can:
  1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
  2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)

3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

## SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

Please check the appropriate box, “no changes” or “revised,” noting whether your response has changed since your last Gen Ed Request submission. Include previous response even if you are not making any revisions.

**Gen Ed designated courses are required to address CLOs 1 and 2 as a “major designation”.**

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: <ol style="list-style-type: none"> <li>1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.</li> <li>2. Write one or more original scripts totaling at least 6,000 words that effectively use the elements of the craft, demonstrating an understanding of the unification of form, content, and structure.</li> <li>3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts.</li> <li>4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production.</li> </ol> Content:  This course addresses all four areas of communication. Students read and analyze scripts by established authors, and they are required to write responses to each script wherein they address the elements of drama. Students also write original scripts wherein they demonstrate their skill regarding these elements of drama. Students write critiques of their peers’ scripts wherein they demonstrate their knowledge of the elements of drama. Finally, in class
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	workshops, students discuss their peers' work wherein they articulate their knowledge of the elements of drama as it pertains to their peers' work.
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical Thinking and Problem-Solving</i> )  <input checked="" type="checkbox"/> major designation <b>**REQUIRED**</b>	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 2. Write one or more original scripts totaling at least 6,000 words that effectively use the elements of the craft, demonstrating an understanding of the unification of form, content, and structure. 3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts. 5. Research and submit scripts for consideration for production.  Content:  In writing original scripts, students often write stories based on personal experience derived from personal reflection, and they often write stories requiring outside research. Students creatively solve structural problems including those which regard context, text and subtext, character evolution, point of view, figurative language, pacing, imagery, arc, irony, symbolism, flashback, flash-forward and others. Students write critiques of their peers' script wherein they demonstrate their knowledge of the elements of drama by explaining problems in their peers' script.
<b>Provide a response for each of the following three CLOs that your course addresses. At a minimum, Gen Ed designated courses are required to address one of these three as at least a "minor designation". While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, "major" or "minor."</b>	
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )  <input type="checkbox"/> major <input type="checkbox"/> minor <input checked="" type="checkbox"/> not addressed significantly	
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. ( <i>Cultural Awareness</i> )  <input type="checkbox"/> major <input checked="" type="checkbox"/> minor <input type="checkbox"/> not addressed significantly	<input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised  Course outcomes: 1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.  Content:  In reading and analyzing established authors from around the world, students examine other cultures, and they may write scripts wherein cultural conflict is revealed in both the workplace and the community.

<p>5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)</p> <p><input type="checkbox"/> major <input checked="" type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p><input checked="" type="checkbox"/> no changes <input type="checkbox"/> revised</p> <p>Course outcomes:</p> <p>1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.</p> <p>Content:</p> <p>In reading and analyzing established authors from around the world, students examine the impact of human activity upon both the social and natural world. In examining such scripts, students examine community through the context of assimilation, accommodation, rebellion and flight.</p>
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Section #4 Department Review		
<p><i>"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."</i></p>		
Submitter	Email	Date
Jenn Kamrar	jkamrar@cgcc.edu	3/6/2019
Department Chair (enter name of department chair): Leigh Hancock		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and course number.generated (e.g. HST 104.generated). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Advanced Creative Writing - Script Writing

**Course Number:** WR 247

**Transcript Title:** Adv Creative Scriptwriting

**Created:** September 1, 2012

**Updated:** June 7, 2017

**Total Credits:** 4

**Lecture Hours:** 40

**Lecture / Lab Hours:** 0

**Lab Hours:** 0

**Satisfies Cultural Literacy requirement:** No

**Satisfies General Education requirement:** Yes

**Grading options:** A-F (default), P-NP, audit

**Repeats available for credit:** 0

## Prerequisites

[WR 243 \(http://cgcc.us/courses/wr-243\)](http://cgcc.us/courses/wr-243) or instructor permission

## Course Description

Focuses on writing and submitting both drama and screen scripts for class discussion and analysis, as introduced in WR 243. Continues the study of established writers for techniques, structures, and styles. Prerequisite: WR 243 or instructor permission. Audit available.

## Intended Outcomes

Upon successful completion of this course, students will be able to:

1. Read and analyze established authors in order to become familiar with the elements of drama (eg. plot, character, diction, theme, and spectacle) as well as an understanding of how these elements combine to create a theatrical experience.
2. Write one or more original scripts totaling at least 6,000 words that effectively use the elements of the craft, demonstrating an understanding of the unification of form, content, and structure.
3. Effectively edit own original script based on knowledge gained from close and analytical reading of peer scripts.
4. Demonstrate an understanding of proper formatting and the ability to prepare a script for production.
5. Research and submit scripts for consideration for production.

## Alignment with Institutional Core Learning Outcomes

<b>In-depth</b>	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. ( <i>Communication</i> )
<b>In-depth</b>	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. ( <i>Critical thinking and Problem-Solving</i> )
	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. ( <i>Quantitative Literacy</i> )
<b>Minimally</b>	4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. ( <i>Cultural Awareness</i> )
<b>Minimally</b>	5. Recognize the consequences of human activity upon our social and natural world. ( <i>Community and Environmental Responsibility</i> )

## Outcome Assessment Strategies

Assessment may include informal responses to reading and study questions; quizzes; evaluation of small and full-group discussion, in-class and out-of-class writing; writing scripts; revising scripts; participation in reading of scripts.

Because of the participatory nature of the workshop atmosphere of the course, consistent attendance is essential. The course grade is determined by appraisal of the students' writing, regularity of attendance in class and individual conferences, and active participation in class activities.

## Course Activities and Design

This course can include lecture, but will likely consist mostly of round-table workshops in which student work will be evaluated by the entire class. Students will come prepared to critique the work by responding to it either in discussion or in writing. Students may also read a variety of published scripts and view live or recorded performances for analysis. The instructor should spend approximately an hour of conference with each student outside of class.

## Course Content (Themes, Concepts, Issues and Skills)

- Plot
- Character
- Scene
- Voice
- Diction
- Theme
- Sound/Music
- Spectacle
- Point of view
- Dialogue
- Conflict
- Objectives
- Obstacles
- Stakes
- Setting
- Context
- Tone/Language
- Text
- Subtext
- Visual metaphors/Imagery
- Pacing
- Protagonist
- Antagonist
- Theatrical convention
- Audience
- Dramatic irony
- Dramatic economy
- Mimesis



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# Columbia Gorge Community College

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 CC decision \_\_\_\_\_  
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## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Sciences		Submitter name: phone: email:	Kristen Booth 541.993.6858 kbooth@cgcc.edu
Prefix and Course Number:	ED 101		Credits:	1
Course Title: (60 characters max, including spaces)	Teachers Make a Difference: Exploring the K-5 Classroom		Transcript Title: (30 characters max, including spaces)	Tchers: Expl K-5 Classroom
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 0 Lec/lab: 22 Lab: 0
Reason for the new course	Introductory course in new ED pathway within the AAOT. Articulated with OSU.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Course Number and Title	

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Explores the modern teaching profession and the benefits associated with being an elementary school teacher in the 21st century. Provides real-life classroom experience, bringing students into K-5 instructional settings with professional teachers. Expands knowledge of a teacher’s workday and basic strategies. Audit available.	
<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Explain teachers’ duties.
	2. Compose thoughtful observations and self-reflections of time in K-5 classrooms, videos, podcasts, and articles.
	3. Articulate the reasons why people enter the teaching profession and describe the reasons why the student is interested in the teaching profession.
	4. Summarize a classroom behavioral plan and be able to communicate how the teacher implemented the plan.
	5.
Outcomes assessment strategies:	6.
	<ul style="list-style-type: none"> <li>• Weekly journals, self-reflections, and classroom observations</li> <li>• Group discussions</li> <li>• Student-generated discussions and questions on Moodle Forum</li> <li>• Responses to podcasts, videos, and readings</li> <li>• Role playing (teacher/student)</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	
<p>Activity &amp; Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.</p> <p>Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.</p>	
Department required course activities (optional):	
Course Content – organized by	1. Communicate teacher’s basic duties.

<p>outcomes (list each outcome followed by an outline of the related content):</p>	<ul style="list-style-type: none"> <li>• Develop through observations, class discussions, and student forums what a K-5 teacher's basic duties include. <ul style="list-style-type: none"> <li>○ Planning</li> <li>○ Lesson plans</li> <li>○ Prioritizing</li> <li>○ Development</li> <li>○ Time management</li> <li>○ Meetings</li> </ul> </li> <li>• Explore how different grades and teaching styles reach the same goal of education.</li> <li>• Develop knowledge of the different job related roles a teacher may perform. <ul style="list-style-type: none"> <li>○ Teacher</li> <li>○ Nurse</li> <li>○ Judge</li> <li>○ Coach</li> <li>○ Source of comfort</li> <li>○ Therapist</li> <li>○ Cheerleader</li> </ul> </li> <li>• Instruct students on basic skills such as confidentiality, professionalism, dress, language, etc.</li> <li>• Discuss the role of teaching ELL in today's teachers</li> <li>• Connect observations to ELL teaching</li> <li>• Student Engagement <ul style="list-style-type: none"> <li>○ How does a teacher keep a class engaged? How does a teacher reach for a question that cannot be answered with "yes" or "no"</li> </ul> </li> <li>• Briefly discuss one or two Common Core themes/ideas. Have the students connect one thing in the classroom with a Common Core Standard.</li> </ul> <p>2. Compose thoughtful observations and self-reflections of time in K-5 classrooms, videos, podcasts, and articles.</p> <ul style="list-style-type: none"> <li>• Discuss basic journal and self-reflection guidelines. <ul style="list-style-type: none"> <li>○ Formatting</li> <li>○ Grammar expectations, etc.</li> <li>○ Outlining</li> <li>○ Comparing/contrasting to one's own educational experience</li> </ul> </li> <li>• Develop an understanding of issues within each classroom, through self-reflection and journal writing.</li> <li>• Communicate, through writing, the struggles and joys that occur in the classroom.</li> </ul> <p>3. Articulate the reasons why people enter the teaching profession and describe the reasons why the student is interested in the teaching profession.</p>
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- Communicate, through interviews and observations, the reasons why people enter the teaching profession.
    - Teach basic interview guidelines
    - Discuss how to create a thoughtful interview question
  - Describe, through self-reflection, why the student wants to become a teacher.
  - Explore ideas such as:
    - Fulfilling/rewarding job
    - Exciting
    - Different every day/every year
    - Always come home with a “good story”
    - Human connection
    - Making a positive impact
    - Watching kids grow
    - Relationships
    - Community relationships with students and families
    - Stability
4. Summarize a classroom behavioral plan and be able to communicate how the teacher implemented the plan
- Discuss the following:
    - How the teacher talked to students
    - How the teacher listened
    - How the teacher moved about the classroom
    - How the teacher physically interacted with kids
  - Discuss what a basic individual student, classroom, and school-wide Behavior Plan may look like in a K-5 school.
  - Familiarize students with how teachers may implement a Behavior Plan. Some behaviors might include:
    - Attention Deficit Hyperactivity Disorder (ADHD)
    - Attention Deficit Disorder (ADD)
    - Drug addiction (from birth)
    - Oppositional Defiant Disorder (ODD)
    - Behaviors due to abuse (mental, sexual, emotional, and/or physical)
    - Issues surrounding poverty (lack of opportunity and background knowledge. Can affect students through high school.)
  - Discuss problem-solving, as it pertains to certain situations and behavior rules, during classroom discussions & online forums.
  - Connect Behavior Plans for observations and journal writing. How do the students see them being implemented and/or not implemented in a K-5 classroom?
  - Discuss the connection between classroom and school behavior plans.

Suggested Texts & Materials (specify if any texts or materials are required):	<ul style="list-style-type: none"> <li>Anita Archer websites: <ul style="list-style-type: none"> <li><a href="https://www.iu17.org/professional-learning/best-practices/best-practices-videos/anita-archer-strategies-engagement-videos/">https://www.iu17.org/professional-learning/best-practices/best-practices-videos/anita-archer-strategies-engagement-videos/</a></li> <li><a href="https://explicitinstruction.org/anita-l-archer-phd/">https://explicitinstruction.org/anita-l-archer-phd/</a></li> </ul> </li> <li>The Alchemist: What's Your Plan (do we have an author for this article? All I can find is reference to the novel and lesson plans related to the novel. Is this what you wanted included?)</li> <li>Rita Pierson TED talk: <a href="https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion#t-452147">https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion#t-452147</a></li> </ul>
Department Notes: (optional)	<p>ED 101 Observation Expectations:</p> <p>Students will spend 3 weeks in one classroom and 3 weeks in a different classroom (thus, observing different teachers and grade levels). Each hour observation will be spent 50% observing and 50% volunteering or helping the teacher. During these hour-long sessions, it is important that the student is observing and helping, not running errands for the teacher (cutting, prepping, copies). The observation schedule will be set with your cooperating teachers and will be spent observing 3 different time periods throughout the day (math, reading, writing, art).</p>

SECTION #4 TRANSFERABILITY	
<p>Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.</p> <ol style="list-style-type: none"> <li>1. Is there an equivalent lower division course at the university?</li> <li>2. Will a department accept the course for its major or minor requirements?</li> <li>3. Will the course be accepted as part of the University's distribution requirements?</li> </ol> <p>While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.</p>	
Which Oregon universities will the course transfer to? List all	OSU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	

Are special designations being sought at this time?	<input type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)
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SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT – ED pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course for ED pathway to OSU	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	n/a	
Has the Library director been notified regarding the addition of this course and the need for any potential resources?	<input checked="" type="checkbox"/> Yes – date: April 1, 2019 <input type="checkbox"/> No	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):	
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.		

SECTION #6 DEPARTMENT REVIEW
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the</i>

<i>day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Kristen Booth	<a href="mailto:kbooth@cgcc.edu">kbooth@cgcc.edu</a>	3.28.19
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## New Course Lower Division Collegiate (LDC)

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL INFORMATION				
Department:	Social Sciences		Submitter name: phone: email:	Kristen Booth 541.993.6858 kbooth@cgcc.edu
Prefix and Course Number:	ED 219		Credits:	3
Course Title: (60 characters max, including spaces)	Civil Rights & Multicultural Issues in Educational Settings		Transcript Title: (30 characters max, including spaces)	Civil Rights/Multicult in Educ
May this course be repeated for credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	For how many times total?	Contact hours	Lecture: 33 Lec/lab: 0 Lab: 0
Reason for the new course	Introductory course in new ED pathway within the AAOT. Articulated with OSU.			
GRADE OPTIONS: Check as many or as few options as you'd like. <b>Choose the default grade option</b> which will automatically be assigned for students who do not make a grade option choice when registering for classes.				
		Check all that apply	Default (Choose one)	
A-F (letter grade)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pass/No pass		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Audit in consultation with faculty		<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Is this course equivalent to another? If yes, they must have the same description and outcomes.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Course Number and Title		

SECTION #2 REQUISITES: PLACEMENT INTO, PRE, CO AND CONCURRENT				
Note: if this course is requesting approval for the Gen Ed list, it will have, as a default, the following standard requisites: Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Higher levels of any of these prerequisites, or additional prerequisites can be requested. However, if the department wants to set the RD, WR and/or MTH prerequisites at a lower level, you will need to use the Prerequisite Opt-out form available on the Curriculum website.				
<input checked="" type="checkbox"/> Standard requisites – Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121.				
<input type="checkbox"/> Placement into:		<input type="checkbox"/> Placement into:		
course prefix & number:	Recommended: ED 101	<input checked="" type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co
course prefix & number:		<input type="checkbox"/> Prerequisite	<input type="checkbox"/> Corequisite	<input type="checkbox"/> pre/co

SECTION #3 COURSE DESCRIPTION, OUTCOMES, AND CONTENT	
<b>COURSE DESCRIPTION:</b> To be used in the catalog and schedule of classes. Begin each sentence of the course description with an active verb. Avoid using the phrases: “This course will ...” and/or “Students will ...” Include course requisites in the description. Guidelines for writing concise descriptions can be found at <a href="#">Writing Course Descriptions</a> .	
Examines multiculturalism in the context of personal and professional interaction with students, schools, communities, and workplaces. Explores the diversity of learning cultures (e.g., urban, suburban, rural) as well as the diversity of learners that exist within those different cultures. Provides an opportunity to reflect upon one’s own culture and how it may influence personal learning and teaching. Recommended: ED 101. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.	
<b>LEARNING OUTCOMES:</b> Describe what the student will be able to do “out there” (in their life roles as worker, family member, community citizen, global citizen or lifelong learners). Outcomes must be measurable through the application of direct and/or indirect assessment strategies. Three to six outcomes are recommended. Start each outcome with an active verb, completing the sentence starter provided. (See <a href="#">Writing Learning Outcomes</a> on the curriculum website.)	
Outcomes: (Use observable and measurable verbs)	Upon successful completion of this course, students will be able to:
	1. Develop a knowledgeable and cultural self-identity.
	2. Identify and analyze the relationship between culture and learning in an educational setting.
	3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.
	4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.
	5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.
Outcomes assessment strategies:	6.
	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Regular in-class writings</li> <li>• Quizzes</li> <li>• Responses to text readings, podcasts, and videos</li> <li>• Group project</li> <li>• Self-Assessment writings</li> <li>• Writing Assignments</li> <li>• And any other forms of assessment may be used, as per the instructor’s discretion.</li> </ul>
COURSE CONTENT, ACTIVITIES AND DESIGN	

Activity & Design: The determination of teaching strategies used in the delivery of outcomes is generally left to the discretion of the instructor. On occasion, a department may decide that the inclusion of a particular strategy will be required (specify in “required activities” box below). For example, a department may determine that a course will be required to incorporate a service learning project into its curriculum delivery. However, for the most part, delivery mechanisms fall under academic freedom and so the individuality and creativity of each instructor.

Here are some strategies that you might consider when designing your course: lecture, small group/forum discussion, flipped classroom, dyads, oral presentation, role play, simulation scenarios, group projects, service learning projects, hands-on lab, peer review/workshops, cooperative learning (jigsaw, fishbowl), inquiry based instruction, differentiated instruction (learning centers), graphic organizers, etc.

Department required course activities (optional):

Course Content – organized by outcomes (list each outcome followed by an outline of the related content):

Outcome #1: Develop a knowledgeable and cultural self-identity

- Guide students’ personal assessment of their own self-identity and understanding of multiculturalism, in addition to how their previous understanding affected their earlier education.
- Self-reflection of previous education as it relates to group identification
  - Nationality
  - Race/Ethnicity
  - Religion
  - Exceptionality/Nonexceptionality
  - Social Class
  - Gender
- Facilitate personal growth and understanding in the areas of civil rights, equity, and equal opportunity.

Outcome #2: Identify and analyze the relationship between culture and learning in an educational setting.

- Explore different cultures and their relationship with education.
- Familiarize students with vocabulary and philosophies in teaching and how they apply to the classroom.
  - List and define acronym LGBTQ
  - Homophobia and heterosexism and their influence on schools
  - Describe the dimensions of multicultural education
  - Feminist Phase Theory
  - Gender-Balanced Curriculum
  - Backstage and frontstage racism
  - Assimilation
  - Transculturation
  - Americans with Disabilities Act
  - No Child Left Behind

- Develop an understanding of the various issues of multiculturalism impacting public schools today. (Issues listed below)

Outcome #3: Describe the impact of diversity issues in their own life and in their families, schools, communities, and workplaces.

- Develop (through readings, videos, and class discussion) students' awareness of themes in multiculturalism:
  - Social classes
  - Religion
  - Poverty & education
  - Language
  - Ethnicity
  - LGBTQ
  - Gender
  - Race
- Explore students' experiences, values, diversities, and assumptions affecting their understandings of their own learning.
  - Social Class and Educational privilege (prepared for Kindergarten?)
  - Gender equality in the classroom (how did their gender affect their education)

Outcome #4: Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.

- Explore themes of multiculturalism (through readings and discussions) and provide opportunities for self-assessment and reflection through writings.
  - Describe how race, class, and gender interact to influence student behavior.
  - Cultural process and cultural traditions influence on learning
  - Religious freedom and the separation of church and state
- Identify teaching methods that promote multiculturalism.
  - Display positive and complex images of various ethnic groups (bulletin boards, posters, calendars, etc)
  - Sensitivity to racial and ethnic attitudes of students.
- Discuss different communication techniques and strategies for equitable classrooms.
  - Using non-biased textbooks
  - Choose a seating chart that does not segregate one race, gender, etc
  - Zero tolerance for hurtful words, sexist comments "boys will be boys," bullying or harassment.

Outcome #5: Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and

	<p>student/teacher interactions.</p> <ul style="list-style-type: none"> <li>• Develop strategies for the classroom. <ul style="list-style-type: none"> <li>○ “Social Action Approach” (What is the prejudice? What is the discrimination? What causes the prejudice? The discrimination? etc...)</li> <li>○ James Bank’s “Four Levels of Integration of Ethnic Content”</li> </ul> </li> <li>• Identify issues of multiculturalism impacting schools today. <ul style="list-style-type: none"> <li>○ Compare/contrast how schools respond to religious groups (both as a majority and a minority).</li> <li>○ Poverty Issues (lack of being prepared for school, stable homes,etc)</li> <li>○ Gender</li> </ul> </li> </ul>
Suggested Texts & Materials (specify if any texts or materials are required):	<p>Suggested text Banks</p> <ul style="list-style-type: none"> <li>• J.A. &amp; Banks, C.A.M.G (2016) Multicultural Education: Issues and Perspectives 9th Ed., Hoboken, NJ.: Wiley</li> </ul> <p>Suggested Websites:</p> <ul style="list-style-type: none"> <li>• Oregon Department of Education: <a href="http://www.ode.state.or.us">www.ode.state.or.us</a></li> <li>• Oregon State University Equity and Inclusion Website: <a href="http://oregonstate.edu/oei/">http://oregonstate.edu/oei/</a></li> <li>• Oregon Teacher Standards and Practices Commission <a href="http://tspc.state.or.us">http://tspc.state.or.us</a></li> <li>• U.W. Department of Education Office for Civil Rights <a href="http://www.ed.gov/about/offices/list/ocr/index.html">http://www.ed.gov/about/offices/list/ocr/index.html</a></li> </ul>
Department Notes: (optional)	<p>Oregon State TSPC standards that are addressed in this course:</p> <p>Candidates engage students in planned learning activities specifically:</p> <ol style="list-style-type: none"> <li>1. Plan instruction that considers district and Oregon Dept. of Education goals as well as current pupil achievement level and are adapted for pupils of varying cultural, social and linguistic backgrounds.</li> <li>2. Establish a culturally just classroom climate conducive to learning for all pupils and recognize the effects of pupil’s home and community on pupil motivation and behavior.</li> </ol>

## SECTION #4 TRANSFERABILITY

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state requires us to certify that at least one Oregon university will accept our new LDC course in transfer. To ensure the quality of our transfer programs and to provide students with the best information on how individual courses will transfer, we require faculty to ascertain the transferability of a proposed course by communicating with colleagues at a minimum of three Oregon universities, asking the following questions.

1. Is there an equivalent lower division course at the university?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University’s distribution requirements?

While you may contact any Oregon university, we recommend, based on CGCC student transfer history, that you conduct transferability screening with OSU, PSU and EOR as these are the more common destinations of CGCC transfer students. If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which Oregon universities will the course transfer to? List all	OSU
How does it transfer? Check all that apply	<input type="checkbox"/> Required or support for major <input type="checkbox"/> General education distribution requirement <input checked="" type="checkbox"/> General elective <input type="checkbox"/> Other (provide details)
Provide evidence of transferability from three or more universities. Recommended universities based on CGCC transfer history: OSU, PSU and EOU	<input type="checkbox"/> Completed Transferability/Articulation of Individual CGCC Courses form <input type="checkbox"/> Other - describe
Identify comparables at Oregon community colleges; list college, course prefix, number and title.	
Are special designations being sought at this time?	<input checked="" type="checkbox"/> General Education – Discipline specific Gen Ed <a href="#">form</a> required. <input checked="" type="checkbox"/> Cultural Literacy – Cultural Literacy designation request <a href="#">form</a> required. (Cultural Literacy designation requires that the course has a Gen Ed designation.)

SECTION #5 ADDITIONAL INFORMATION FOR NEW LDC COURSES		
Is this course in a degree or certificate as required, an elective or a prerequisite? Please provide details.		
Name of certificate(s):		# credits:
Name of degree(s):	AAOT – ED pathway	# credits: 90
Briefly explain how this course fits into the above program(s), i.e. requirement or elective:	Required course for ED pathway to OSU	
Impact on other Programs and Departments		
Are there similar courses existing in other programs or disciplines at CGCC? If yes, explain and/or describe the nature of acknowledgements and/or agreements that have been reached.	no	
Have you consulted with the Department Chair(s) of other program(s) regarding potential impact such as content overlap, duplication, prerequisites, enrollment impact etc. Explain and/or describe the nature of acknowledgements or agreements reached.	n/a	
Has the Library director been notified regarding the addition of this course and the need for any	<input checked="" type="checkbox"/> Yes – date: April 1, 2019 <input type="checkbox"/> No	

potential resources?	
Implementation term:	<input checked="" type="checkbox"/> Start of next academic year (summer term) <input type="checkbox"/> Specify term (if BEFORE start of next academic year):
Allow 1-2 months to complete the new course approval process before the course can be scheduled. The Curriculum Office will notify the submitter, department chair, and department director when the course has completed the approval process and is available to be scheduled. Curriculum changes generally go into effect at the beginning of the next academic year (summer term). Mid-year revisions/additions are discouraged but accommodated when possible if there is a specific, identifiable need.	

SECTION #6 DEPARTMENT REVIEW		
<i>"I vouch that this submission has been reviewed by the affiliated department chair and department dean and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and dean."</i>		
Submitter	Email	Date
Kristen Booth	<a href="mailto:kbooth@cgcc.edu">kbooth@cgcc.edu</a>	3.28.19
Department Chair (enter name of department chair): John Copp		
Department Dean (enter name of department dean): Stephen Shwiff		

**NEXT STEPS:**

1. Save this document as the course prefix and number (e.g. MTH 65 or HST 104). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## General Education/Discipline Studies List Request Form

(Double click on check boxes to activate dialog box)

SECTION #1 GENERAL & COURSE INFORMATION:			
Department	Social Sciences	Submitter Name: Phone: Email:	Kristen Booth 541.993.6858 kbooth@cgcc.edu
Course Prefix and Number:	ED 219	Course Title:	Civil Rights & Multicultural Issues in Educational Settings
Course Credits:	3	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines multiculturalism in the context of personal and professional interaction with students, schools, communities, and workplaces. Explores the diversity of learning cultures (e.g., urban, suburban, rural) as well as the diversity of learners that exist within those different cultures. Provides an opportunity to reflect upon one's own culture and how it may influence personal learning and teaching. Recommended: ED 101. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Develop a knowledgeable and cultural self-identity. 2. Identify and analyze the relationship between culture and learning in an educational setting. 3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces. 4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom. 5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.		

### Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. Be available to all CGCC students who meet the prerequisites for the course.
2. Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes. (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. Verify course transfer status using the Course Transfer/Articulation Status form (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.
5. Be an LDC course that is eligible for the AAOT Discipline Studies List.

In addition, course content must address the following:

1. **CGCC's General Education Philosophy Statement:** *Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.*

## 2. CGCC Core Learning Outcomes (CLO):

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

**Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a “major designation,” and at least one additional CLO is addressed as having a “minor designation.”**

Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
  - The course includes at least one assignment that can be assessed by applying the appropriate [CLO rubric](#).

**To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.**

### SECTION #2 ADDRESS CGCC CORE LEARNING OUTCOMES:

For each CLO addressed, provide the following: 1) list the course outcome(s) that clearly reflects the CLO; 2) describe relevant course content, outlining how students will gain the skills and knowledge needed to achieve a level of mastery of the CLO; and 3) describe at least one assessment strategy that can be assessed by applying the appropriate [CLO rubric](#).

**Gen Ed designated courses are required to address CLOs 1 and 2 as having a “major designation.”**

<p>1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (<i>Communication</i>)</p> <p><input checked="" type="checkbox"/> major designation **REQUIRED**</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"><li>3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.</li><li>4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.</li><li>5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.</li></ol> <p>Course Content:</p> <p>Students learn about multiculturalism as it applies to themselves and the school setting (both as a student and a teacher). In order to understand multiculturalism and civil rights, the students will read the text, watch videos and participate in class discussions. They will communicate through writing, as well as orally, as to the impact of diversity in the classroom, community, and workplace. Students will also be able to communicate effectively using historical facts as to how our society has treated multiculturalism in the past.</p>
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	<p>Students will also receive instruction on communication techniques and practices to be used in the classroom</p> <p>Outcome Assessment Strategies:  <b>Group discussion and writing assignments</b></p>
<p>2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (<i>Critical Thinking and Problem-Solving</i>)</p> <p><input checked="" type="checkbox"/> major designation  <b>**REQUIRED**</b></p>	<p>Course Outcomes:</p> <p>4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.</p> <p>5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.</p> <p>Course Content:  ED 219 is designed to teach its students about multicultural issues in their own lives, communities, and classrooms. Through personal reflection and discussion, students will learn how to apply teaching strategies and philosophies to multicultural issues, such as gender, LGBTQ, race, language, poverty, race, religion, and ethnicity. The ability to critically think and problem solve will be increased throughout this class by the many different scenarios that are discussed and examined, both through personal and teaching lenses. Students will gain this knowledge through reading, lectures, videos, group discussions, and writing.</p> <p>Outcome Assessment Strategies:  <b>Self-assessment and reflection writing assignments</b></p>
<p><b>Provide a response for each of the following three CLOs that your course addresses.</b></p> <p><b>At a minimum, Gen Ed designated courses are required to address one of these three as at least a “minor designation”. While the Gen Ed designation only requires one additional CLO, please provide a response for all applicable CLOs, “minor” or “major.”</b></p>	
<p>3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (<i>Quantitative Literacy</i>)</p> <p>Check one:  <input type="checkbox"/> major   <input type="checkbox"/> minor  <input checked="" type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <p>Course Content:</p> <p>Outcome Assessment Strategies:</p>

<p>4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (<i>Cultural Awareness</i>)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>1. Develop knowledgeable and cultural self-identity</li> <li>2. Identify and analyze relation between culture and learning in an educational setting.</li> <li>3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.</li> <li>4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.</li> <li>5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.</li> </ol> <p>Course Content:</p> <p>Students explore their own understandings of multiculturalism and how it applies to their own life and education. Different methods of inclusion are discussed; for example, evaluating the difference between equity and equality as it applies to classrooms and broader societal issues. The history of cultural differences and inequalities in K-12 classrooms is analyzed through readings, case studies and person reflection providing a platform for students to understand and explain the history and evolution of K-12 classrooms.</p> <p>Outcome Assessment Strategies:</p> <p>Self-assessment and reflection writing assignments</p>
<p>5. Recognize the consequences of human activity upon our social and natural world. (<i>Community and Environmental Responsibility</i>)</p> <p>Check one:</p> <p><input checked="" type="checkbox"/> major <input type="checkbox"/> minor</p> <p><input type="checkbox"/> not addressed significantly</p>	<p>Course Outcomes:</p> <ol style="list-style-type: none"> <li>3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.</li> <li>5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.</li> </ol> <p>Course Content:</p> <p>The history of inequalities throughout our classrooms and society are identified, explored, and discussed; as a result, students understand the consequences these inequalities have had on our social world including disparities in economic, educational and professional opportunities. Furthermore, students will analyze and reflect on how our educational system and society has evolved as attempts are made to provide equal opportunities to all. Strategies and philosophies are analyzed and researched in order that our students possess the skills to help address issues of multiculturalism.</p> <p>Outcome Assessment Strategies:</p> <p>Self-assessment and reflection writing assignments; responses to readings, podcasts, and videos</p>

**SECTION #3 ADDRESS THE AAOT DISCIPLINE STUDIES OUTCOMES AND CRITERIA:**

**Complete only the questions regarding outcomes and criteria for the category to which your course belongs - Art and Letters; Social Sciences; Science and Computer Science; or Mathematics.**

**Social Sciences****Outcomes:**

As a result of taking General Education Social Science courses, a student should be able to:

- Apply analytical skills to social phenomena in order to understand human behavior; and
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

**Criteria:**

An introductory course in the Social Sciences should be broad in scope. Courses may focus on specialized or interdisciplinary subjects, but there must be substantial course content locating the subject in the broader context of the discipline(s). Approved courses will help students to:

1. Understand the role of individuals and institutions within the context of society.
2. Assess different theories and concepts and understand the distinctions between empirical and other methods of inquiry.
3. Utilize appropriate information literacy skills in written and oral communication.
4. Understand the diversity of human experience and thought, individually and collectively.
5. Apply knowledge and skills to contemporary problems and issues.

List the course outcome(s) from the course's CCOG that clearly reflect the above outcomes and criteria.\*

1. Develop knowledgeable and cultural self-identity
2. Identify and analyze relation between culture and learning in an educational setting.
3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.
4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.
5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.

**\*Note:** It must be clearly evident that the above AAOT outcomes are addressed within the course outcomes. Between your answers to the two outcomes questions below, you also need to address all five criteria.

How does the course enable a student to “apply analytical skills to social phenomena in order to understand human behavior”?

Students learn about types of diversity throughout our society, in addition to the history of inequalities in the classroom, workplace, and community. By learning about multiculturalism and civil rights, students are better able to analyze issues as they apply the social phenomena of equality. Students are required to complete self-reflection on their own past history with diversity, as well as how it applies to their current lives. This class focuses on problem-solving, communication, self-reflection, and critical thinking regarding issues of multiculturalism through classroom discussions, readings, videos, lectures, and podcasts.

How does the course enable a student to “apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live”?

ED 219 enables students to read, research, write and explore their personal experiences as it applies to diversity and multiculturalism in society. By learning how diversity affected their education and past, students are able to apply learned philosophies, knowledge, and strategies to better include diversity within their workplace, life, and classroom. As this course focuses on educating future teachers about our diverse social world and how to incorporate this diversity into a classroom setting, the students will be

	evaluated on their application of these strategies and knowledge as it applies to the classroom and community. Furthermore, as these students are a part of our diverse social world, their own self-reflections will articulate their growth.
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#### SECTION #4 DEPARTMENT REVIEW

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Kristen Booth	<a href="mailto:kbooth@cgcc.edu">kbooth@cgcc.edu</a>	3.28.19
Department Chair (enter name of department chair): John Copp		
Department Director (enter name of department director): Stephen Shwiff		

#### NEXT STEPS:

1. Save this document as the course prefix and course number.gened (e.g. HST 104.gened). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).
2. Refer to the curriculum office website for the Curriculum Committee [meeting schedule and submission deadlines](#). You are encouraged to send submissions prior to the deadline so that the curriculum office may review and provide feedback.
3. Course submissions will be placed on the next agenda with available time slots. You will be notified of your submission's time for review, and you will be sent a signature page that may be completed electronically or manually by your department chair and department director. It is the submitter's responsibility to ensure that completed signature pages are delivered to the Curriculum Office the day before the Curriculum Committee meeting for which the submission is scheduled. Submissions without signed signature pages will be postponed.
4. It is not mandatory that you attend the Curriculum Committee meeting in which your submission is scheduled for review; however, it is strongly encouraged that you attend so that you may represent your submission and respond to any committee questions. Unanswered questions may result in a submission being rescheduled for further clarification.

# Columbia Gorge Community College

CC date \_\_\_\_\_  
 CC decision \_\_\_\_\_  
 CC vote \_\_\_\_\_

## Cultural Literacy Designation Request Form

(Double click on check boxes to activate dialog box)

### SECTION #1 GENERAL & COURSE INFORMATION:

Department	Social Sciences	Submitter Name:	Kristen Booth
		Phone:	541.993.6858
		Email:	kbooth@cgcc.edu
Course Prefix and Number:	ED 219	Course Title:	Civil Rights & Multicultural Issues in Educational Settings
Course Credits:	3	Gen Ed Category:	<input type="checkbox"/> Arts and Letters <input checked="" type="checkbox"/> Social Science <input type="checkbox"/> Science, Comp. Sci., and Math
Course Description:	Examines multiculturalism in the context of personal and professional interaction with students, schools, communities, and workplaces. Explores the diversity of learning cultures (e.g., urban, suburban, rural) as well as the diversity of learners that exist within those different cultures. Provides an opportunity to reflect upon one's own culture and how it may influence personal learning and teaching. Recommended: ED 101. Prerequisite: MTH 20 or equivalent placement test scores. Prerequisite/concurrent: WR 121. Audit available.		
Course Outcomes:	Upon successful completion of this course, students will be able to: 1. Develop a knowledgeable and cultural self-identity. 2. Identify and analyze the relationship between culture and learning in an educational setting. 3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces. 4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom. 5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.		

### Lower Division Collegiate courses that apply for the AAOT Cultural Literacy Designation must:

- 1. Be on the General Education/Discipline Studies List and also be eligible for the AAOT degree.**
- 2. Meet the state-wide AAOT Cultural Literacy Outcome:** As a result of taking a designated Cultural Literacy course, learners would be able to: *Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.*

### **3. Meet the state-wide AAOT Cultural Literacy Criteria:**

A course with the Cultural Literacy designation will:

1. Explore how culturally-based assumptions influence perceptions, behaviors, and policies.
2. Examine the historical bases and evolution of diverse cultural ideas, behaviors, and issues.

Each course *may* also do one or more of the following:

- A. Critically examine the impact of cultural filters on social interaction so as to encourage sensitivity and empathy toward people with different values or beliefs.
- B. Investigate how discrimination arises from culturally defined meanings attributed to difference.
- C. Analyze how social institutions perpetuate systems of privilege and discrimination.
- D. Explore social constructs in terms of power relationships.

## SECTION #2 MEET STATE-WIDE AAOT CULTURAL LITERACY OUTCOME AND CRITERIA:

List the course outcome(s) from the course's CCOG that clearly reflect the Cultural Literacy Outcome and Criteria.	<p>Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop a knowledgeable and cultural self-identity.</li> <li>2. Identify and analyze the relationship between culture and learning in an educational setting.</li> <li>3. Describe the impact of diversity issues in their own life and in their families, schools, communities and workplaces.</li> <li>4. Engage in close reading, thoughtful discussion, and self-reflection of diverse cultures and their potential influence on learning and the classroom.</li> <li>5. Research and articulate the implications of diversity on issues such as curriculum design, classroom management, parent/teacher interactions, and student/teacher interactions.</li> </ol>
<p><b>Note:</b> It must be clearly evident that the Cultural Literacy Outcome and Criteria is addressed within the course's outcomes and content. If you need to revise your course outcomes, you must complete a Course Revision form. If you do revise the course outcomes, please make sure the course outcomes continue to meet the AAOT Discipline Studies outcomes and criteria for the appropriate general education discipline area.</p>	
How does the course enable a student to "identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference"? Your answer must also address the first two criteria and may address one or more of the additional criteria.	<p>ED 219 is designed to explore students' experiences, values, and assumptions affecting their understandings of their own learning (students' cultural filters) and classroom experience. In addition, it explores social and cultural issues and behaviors and how they affect an educational setting. It is designed to assist potential teachers in their appreciation of the depth and scope of various, compelling issues of multiculturalism impacting public schools today.</p>

## SECTION #3 DEPARTMENT REVIEW

*"I vouch that this submission has been reviewed by the affiliated department chair and department director and that they have given initial authorization for this submission. I am requesting that it be placed on the next Curriculum Committee agenda with available time slots. I understand that I am required to complete and submit, prior to the day my submission is reviewed by the Curriculum Committee, a Course Signature Form signed by the department chair and director."*

Submitter	Email	Date
Kristen Booth	<a href="mailto:kbooth@cgcc.edu">kbooth@cgcc.edu</a>	3.28.19

Department Chair (enter name of department chair): John Copp

Department Director (enter name of department director): Stephen Shwiff

### NEXT STEPS:

1. Save this document as the prefix and course number.cultlit (e.g. HST 104.cultlit). Send completed form electronically to [curriculum@cgcc.edu](mailto:curriculum@cgcc.edu) or [slewis@cgcc.edu](mailto:slewis@cgcc.edu).

### **General Education Courses Needing to Complete CLO Update**

ENG 195 Film Studies: Film as Art

ENG 201 Shakespeare's Early Works

ENG 202 Shakespeare's Later Works

ENG 213 Latin American Literature

ENG 250 Introduction to Folklore and Mythology

Japanese courses (JPN) – may be inactivated: JPN 101, 102, 103, 201, 202, 203

History courses (HST) – may be inactivated: HST 101, 102, 103, 105, 106, 204, 205

### **General Education Courses Needing to Complete Gen Ed Request**

ENG 222 Images of Women in Literature

HST 240 Oregon History – may be inactivated

## **General Education AAS Policy – limitation of program required Gen Ed courses**

Associate of Applied Science – page 24 of 2018-19 catalog

### **General Education Requirements**

Students must earn a minimum of 16 credits of General Education taken from the list of approved courses on pages 14-15. These credits must come from courses taken in the following categories:

- Arts & Letters
- Social Sciences
- Science, Mathematics, and Computer Science

The 16 credits must include at least one course with a minimum of three credits from each category. **No more than two courses may come from courses required by specific programs.**

Students should consult an advisor regarding General Education courses appropriate to their goals and interests.

General Education requirements will be waived for students who enroll at CGCC with an AA, AAS, AGS., AS, BA, BS degree or higher from a regionally accredited United States institution. Program-specific General Education requirements for AAS degrees will not be waived.

## Scheduling Options

### Front-loaded schedule (current – since 2016-17)

September (week prior to start of term) – Orientation: no submissions

October (2 meetings)

November (2 meetings)

December (1 meeting)

January (1 meeting)

February (2 meetings)

March (1 meeting)

April (1 meeting) – Retreat: no submissions

**Spread over entire year (last followed in 2015-16)**

September (week prior to start of term) – Orientation: no submissions

October (1 meeting)

November (1 meeting)

December (1 meeting)

January (1 meeting)

February (1 meeting)

March (1 meeting)

April (1 meeting)

May (1 meeting)

June (1 meeting)

June/July (1 meeting) – Retreat: no submissions

## Submission history

[illegible]

# Program Adoption Process

There is an idea or perceived need!!!

## Step One

1. Research need and potential enrollment (HECC Standard A):
  - a. Career & Technical – Conduct labor market & industry growth study (regional, national, local); potential enrollment interest (high school feeder programs, employment office hits); advisory board input
  - b. Transfer – articulation opportunities; potential enrollment interest (high school advising, college requests)
2. Develop rough outline of program with short (paragraph) descriptions of potential new courses.
3. Conduct initial estimated cost analysis and an institutional capacity study (HECC Standard E)
4. Develop implementation timeline
5. Make initial presentation to CC for advice and recommendations regarding continued development of program

## Step Two

1. Develop Program
  - a. Work with internal and external partners (HECC Standard B)
  - b. Connect with educational institutions to develop an alignment of curriculum starting with K-12, through CGCC, and potentially transferring to university, trade school (HECC Standard C)
  - c. Fully develop curriculum path (HECC Standard D)
  - d. Update cost analysis and institutional capacity study to reflect final proposal
2. Complete submission documents and bring final proposal to CC

## STANDARD A: Need

The community college provides clear evidence of the need for the program.

### A. PROGRAM ELEMENTS

- a. The program need is clearly indicated by labor market research based on current, valid and reliable information, statistics and forecasts.
- b. The program need is based on current and projected employment demand that is not being met by training provided by existing programs.
- c. The program will lead to jobs demonstrating opportunities for competitive wages and wage progression for program completers. [Gainful Employment requirements. See federal rulemaking documents.](#) However, if nothing else, we should calculate the cost of earning the certificate/degree and find the average wage for the potential employment positions. Then determine what would be a reasonable comparative ratio of cost to wage? Consider change over time and growth in an employment field. Are there promotions available?

## B. GUIDING QUESTIONS

- a. Why is this program necessary?
- b. Does the workforce data show that the proposed program is needed? \*\*\*
- c. Can training be provided without creating a new program? Are there other training programs that already exist in the area/region? \*\*\*
- d. What other data resources have been utilized in addition to the Employment Department, e.g., professional organizations, national census, and regional workforce specialists?
- e. What career pathways, employment opportunities and further educational opportunities exist for students who complete the program? \*\*\*
- f. What are the expected wages for students immediately upon graduation, a year following graduation, five years following graduation? Are they in compliance with Gainful Employment? \*\*\*
- g. What is the average expected rate of turnover for positions in this field? What is the likelihood of this career field being saturated within two years, five years, ten years? Locally, regionally, nationally? \*\*\*

## C. REQUIRED DOCUMENTATION (chart)

### STANDARD B: Collaboration

The community college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.

#### A. PROGRAM ELEMENTS

- a. The program has been developed through joint ventures and significant systemic working relationships with business, industry, labor communities, and/or workforce development partners, such as:
  - i. Advisory committees
  - ii. Apprenticeship committees/trusts
  - iii. Business/industry associations or alliances
  - iv. Cooperative Work Experience (CWE) and work-based learning experience sponsors/supervisors
  - v. Part-time faculty from industry
  - vi. Customized training and development departments
  - vii. Partners/co-applicants in college-led grant activities
- b. The program has been developed through joint ventures and significant systemic working relationships with educational partners:

#### B. External Partners

- i. Secondary, postsecondary schools or consortia
- ii. Public and private colleges and universities
- iii. Private/proprietary career schools
- iv. Armed Services
- v. Service learning foundations, organizations, and/or sponsors

C. Internal Partners:

- i. Student Services and counselors
- ii. Financial Aid
- iii. Work based learning coordinators
- b. The program leads to occupations that have been identified as “nontraditional by gender” on the LMI Worksheet; the program is collaborating with appropriate professional organizations and groups to identify and implement strategies to recruit and retain members of the disproportionately represented gender in the program.
- c. The program is proactive in creating a supportive environment for minority students, students with disabilities, and ELL/LEP students.

D. GUIDING QUESTIONS

- a. Who are your key constituents and how have they helped you design your program?
- b. What resources are your constituents contributing or sharing? \*\*\*
- c. What programs within your college are helping you shape and implement your program, e.g., student services, developmental education, second language programs?
- d. Who in the college community has been involved in planning? \*\*\*
- e. Are there any national constituents involved in the design and resource sharing?
- f. How will this program help meet your partners’ needs?

E. REQUIRED DOCUMENTATION (chart)

## **STANDARD C: Alignment**

The program is aligned with appropriate education, workforce development, and economic development activities.

A. PROGRAM ELEMENTS

- a. The program is aligned with appropriate PK-20 educational programs and related activities.
- b. The program supports workforce and economic development initiatives as identified by the local economic and workforce development boards or agencies, state-appointed task forces, the Workforce Investment Board, business and industry associations, and State Board of Education priorities.
- c. The program is part of a clear career ladder or career pathway with education and training options leading to the program identified and continuing training and career advancement opportunities are identified.
- d. The program and/or related occupations are clearly identified within the appropriate career learning area, career cluster, and career focus area.

B. GUIDING QUESTIONS

- a. How have key constituents been meaningfully and systemically involved in the development of the proposed program?
- b. What other programs could benefit your students if the instruction and outcomes were aligned with this new program?

- c. Is your program meeting important education, workforce development, and economic development activities and priorities? \*\*\*
- d. How does this program support Oregon's educational initiatives? \*\*\*
- e. How does this program support the larger context of workforce educational needs and state and national initiatives? \*\*\*
- f. Are there articulation agreements in place for students in high school to receive college credit?
- g. Are there articulation agreements in place for program credits to be transferred to other colleges and other post-secondary education and training opportunities.
- h. What professional certifications or licensure will the students be qualified to receive as a result of the instruction?
- i. Is the program designed to facilitate career pathway employment opportunities through student attainment of incremental proficiencies and certifications? \*\*\*

C. REQUIRED DOCUMENTATION (chart)

## STANDARD D: Design

The program leads to student achievement of academic and technical knowledge, skills, and related proficiencies.

A. PROGRAM ELEMENTS

- a. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- b. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
- c. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- d. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education.
- e. The program is designed or may be delivered in distinct segments that contribute to increase student completion and success.
- f. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
- g. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.

- h. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

#### B. GUIDING QUESTIONS

- a. Is the program designed to meet the need stated in Standard A?
- b. Are the learner outcomes clearly identified and targeted to the identified needs of students?
- c. Is the program designed so that the student can participate in a learning community?  
\*\*\*
- d. Does the student have an opportunity to construct his own learning experiences? \*\*\*
- e. What assessment will be used to place students in the appropriate courses?
- f. What is the instructional delivery design (i.e., type of delivery including percent of face-to-face, hybrid, and/or distance delivery)? \*\*\*
- g. Are the times and length of instruction appropriate for working adults? \*\*\*
- h. How do all aspects of the program lead to student achievement and successful transition?
- i. How will data be collected and used to determine student success and improve the program? \*\*\*
- j. Are there related internships, work study and part time employment opportunities provided for students? \*\*\*
- k. How are career and employment information and counseling incorporated?
- l. Are tutoring and mentoring incorporated?
- m. How is academic and technical rigor addressed?

#### C. REQUIRED DOCUMENTATION (chart)

### STANDARD E: Capacity

The community college identifies and has the resources to develop, implement, and sustain the program.

#### A. PROGRAM ELEMENTS

- a. The college demonstrates the capacity to offer the program and will provide the necessary and accessible facilities and services to assure that all students can attain the skills and knowledge necessary to fulfill program objectives.
- b. There are sufficient and accessible facilities, instructional materials and equipment for the program.
- c. Financial resources are adequate for the implementation and continued operation of the proposed program.
- d. Personnel resources are adequate for the number of students in the proposed program in fulfilling the stated objectives/outcomes in accordance with bargaining unit criteria for full-time to part-time faculty ratios and accreditation standards.
- e. Adequate internship, work-based learning experience and/or Cooperative Work Experience sites are available.

B. GUIDING QUESTIONS

- a. What impact will this program have on current school programs and budgets? \*\*\*
- b. What is the student to teacher ratio? \*\*\*
- c. Will the course fees support the costs of instruction; if not, how will other revenue be generated? \*\*\*
- d. What additional facilities or tools, supplies and equipment required?
- e. What in-kind and financial resources are available from key partners?
- f. Is team teaching being utilized to manage instructional personnel needs?
- g. What opportunities have been identified to extend student learning beyond the classroom? \*\*\*
- h. What is the overall cost of developing the program prior to offer? Can these costs be recouped when the program is offered? \*\*\*
- i. Cost analysis documentation \*\*\*

C. REQUIRED DOCUMENTATION (chart)

# Curriculum Committee Summary 2018-19

## **Leadership**

Chair: Katy Jablonski (Writing, Lit, & Foreign Lang)

Vice Chair: Kristen Booth (Pre-College)

## **Members**

P.K. Hoffman (Arts & Humanities)

Linnea Jaeger (ESOL)

Zip Krummel (Social Science)

Emilie Miller (Science)

Pam Morse (Math)

Mimi Pentz (Nursing & Health Occupations)

John Schoppert (Library Director)

Stephen Shwiff (Instructional Director)

Andrea Ware (Career & Technical Education)

Dawn Sallee-Justesen (non-voting – Student Services)

Susan Lewis (non-voting – Curriculum)

## **Support Staff**

Gail Gilliland

## **Degrees and Certificates reviewed**

1 New degrees

3 New certificate

2 Degree suspensions

2 Certificate suspensions

1 Certificate revisions

6 Degree revisions

## **Courses reviewed**

5 New CTE courses

8 CTE course revisions

6 New LDC courses

3 LDC course revisions

1 New Experimental course

1 Gen Ed Requests

1 Cultural Literacy Requests

6 Course inactivations

78 CLO updates

## **Decisions or Actions approved**

### **Procedural issues and changes for Curriculum Committee and Curriculum Office**

1. The individual bringing a submission forward, the submitter, may not make the initial motion nor 2nd the motion for submission approval. (11.1.18)
2. Charter revisions (11.1.18, 11.15.18)
  - a. Section 1.02 Eligibility and Elections: revised to allow for 3 year terms rather than two.
    - i. 1.02A.3 Committee members are elected for three-year terms that commence with the first meeting of the fall term.
    - ii. 1.02A.4 A Committee member may be re-elected for additional three-year terms.
  - b. Section 1.01 Members: revised to remove requirement for inclusion of department chair representation
    - i. Deleted 1.01A.1c and 1.02A.2 – references to department chair requirement
  - c. Section 1.03 Meetings: revised to match current schedule of eleven meetings per year, including orientation and retreat. New language to say: The Committee shall meet eleven times per year and additionally as needed (September through June).

**Curriculum development and submission**

1. New Gen Ed courses – submitter must meet with Susan Lewis (Curriculum Office) at beginning of development process. (11.1.18)
2. Recommended that the development of new courses for the next fiscal year should be discussed within departments at fall faculty inservice ensuring inclusion of appropriate budget request to cover development expenses. (11.1.18)
3. The content section of all new course submissions will be organized by course outcomes. (11.15.18)
4. “Course Activities and Design” section on the course submission form removed and replaced with suggestions for types of activities a faculty member may incorporate into their instruction. Retain an “optional” fill-in field so that departments may list any “required” activities. (11.15.18)
5. Submissions are now required to include suggested texts and materials, including any OER, or explain why nothing is listed. (11.15.18)
6. Revision of submission requirements/forms when updating outcomes (1.24.19)
  - a. Submission required to provide course content organized by outcomes.
  - b. Outcomes revision for Gen Ed courses will result in a required submission of an updated Gen Ed Request as well as an updated Cultural Literacy Request if applicable. (1.24.19)
7. Revision of policy in AAS limiting number of Gen Ed courses that may be designated as required by the program. (4.05.19)

**Discussion Items**

1. Restructuring submission process and review. (10.18.18, 11.01.18, 11.15.18, 12.06.18)
2. CC membership – possible representation from different CTE areas including: EM-Tech, CAS, ECE; possible addition of a BA representative. (11.1.18)
3. Developing/defining criteria for how programs/degrees/certificates are developed/adopted/sunsetted. (10/18/18, 11.01.18, 2.07.19, 4.05.19)
4. New Education (K-5) pathway collaboration with OSU. (3.14.19, 4.05.19)