

Las Positas College
Curriculum Committee Meeting
03/03/2025
5.0 First Reading Packet

5.1 New Courses

- PCN 20 Thriving in College



New Course: PCN 20 - Thriving in College

Cover

Subject PCN

Course Number 20

Course Title Thriving in College

Effective Term Fall 2026

Justification for course proposal

This course is specifically being designed for learning communities.

Starting 2025/2026, the guidelines provided by the Puente State office for all Puente programs are as follow:

- o Starting in 2025/2026, limit the Puente PD course to 3 CSU/UC transferable semester units per academic year (must have 1 course for Phase 1).
- o You can offer 1 phase 1 course for 3 semester units, or
- o You can offer a 1-2 unit phase 1 course + a 1 unit phase 2 course to not exceed 3 semester units for the academic year.
- o All units should be CSU/UC transferable.

TOP Code 4930.10 - Career Guidance and Orientation

Basic Skills Status N - Not Basic Skills

SAM Priority Code E - Non-Occupational

Prior Transfer Level Y - Not applicable

Catalog Description

This course explores the essential concepts, knowledge, and skills needed for college success. Students will analyze topics such as motivation, decision-making, interpersonal communication, multicultural awareness, and learning theory. Additionally, they will use problem-solving strategies in areas like goal setting and career development.

Material fees apply to this course? No

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

1. Program

Course Equivalency

Is this course part of a family No

1. Family Prepress

Family Description

Is this course shared with Chabot? No

Is there an equivalent course at Chabot? No

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Select here if this course will have variable units No

Instructional Categories (check all that apply)

Lecture Yes

Min Units 2.000

Max Units

Lab No

Min Units

Max Units

Work Experience No

Min Units

Max Units

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Lecture Hours	36
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Inside of Class Hours	36
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Outside of Class Hours	72
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Number of times a course can be taken for credit. 4

Justification for Repeatability

Course Grading Optional

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning No

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Counseling
Interdisciplinary
Condition

Counseling

Course Objectives

Objectives

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

1. **Objective Text**
Identify campus resources, explain their purpose and access, and use them to support academic success.
2. **Objective Text**
Identify and explain student rights and responsibilities, and locate and navigate the related policies online through the student handbook or campus website.

3. **Objective Text**
Identify personal values and educational interests, and explain how they influence academic and career choices.
4. **Objective Text**
Identify general or specific educational goal(s) and outline a plan to achieve them.
5. **Objective Text**
Identify and describe curricular options or institutional resources that align with students' educational plan, and utilize these resources or courses to support academic and career goals.

6. **Objective Text**
Identify and evaluate personal attitudes, motivations, or behaviors that affect academic success.
7. **Objective Text**
Describe interpersonal, creative, personal techniques, or multicultural perspectives that promote college success.
8. **Objective Text**
Identify factors that influence problem-solving, goal-setting, and decision-making.
9. **Objective Text**
Apply effective reading strategies, time management, note-taking methods, and test-taking techniques, and in academic tasks.
10. **Objective Text**
Identify and apply decision-making and change theories, and recognize opportunities for making informed choices in academic or personal contexts.

Course Content

Lecture Content

1. Beliefs, Attitudes and Behavior
 1. Critical analysis of beliefs, attitude, behavior and their impact on college success
 1. Theories on college students' beliefs, attitude and behavior
 2. Defining and disputing irrational beliefs
 3. Developing and accepting personal responsibility
 4. Becoming an active learner
2. Interpersonal Skills
 1. Development of healthy relationships
 1. Coping with personal problems and life crisis
 2. Strengthening relationships with active listening
 3. Creating a support system
 2. Acknowledgement of diversity
 1. Respecting cultural and social differences
 2. Communicating with people from diverse backgrounds
3. Critical Thinking and Problem Solving
 1. Emotional Intelligence
 2. Decision-making strategies
 1. Choices and consequences
 2. Wise choice process

3. Theories of Motivation
 1. Extrinsic and intrinsic
 2. Needs and values clarification
 3. Identifying and creating inner motivation
4. Creativity Techniques
 1. Brainstorming and mind-mapping
 2. Visualization
4. Academic Success Skills
 1. Independent and interdependent learning
 2. Time management
 1. Establishing priorities
 2. Avoiding procrastination
 3. Balancing Life
 3. Goal Setting
 1. Designing a compelling life plan
 2. Influence on academic performance
 4. Textbook Study
 1. Effective reading techniques (SQ3R)
 2. Textbook note-taking techniques
 5. Learning Theory
 1. Research of learning styles and effective learning strategies
 2. Techniques for learning specific subjects
5. Higher Education in Society
 1. Value and purpose of higher education
 1. Understanding the value of attaining a higher education
 2. The informed citizen's role in society today
 2. Understanding the college/university systems
 1. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA
 2. Culture of higher education
 3. Faculty expectations, assumptions, and availability
 4. Demonstrating ability to locate, evaluate and utilize institutional resources
 5. Qualities of successful students
6. Self-Awareness and Personal Growth
 1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
 2. Developing and implementing short-term and long-term education plans
 3. Connecting academic planning to career and life planning

Lab Content

Work Experience Content

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Design Slides:

Create a PowerPoint or Google Slides presentation with relevant images, charts, and bullet points to visually represent the information.

Record Voiceover:

Record an audio narration to explain and expand upon the content on each slide.

Edit Presentation:

Refine the presentation by synchronizing the audio with the visual elements for clarity and coherence.

Present:

Share the completed presentation using a projector or screen for visuals and speakers for audio in a classroom or group setting.

This activity combines auditory and visual elements, allowing students to engage with the material in an interactive and effective manner.

- Classroom Activity

Comments

Think-Pair-Share:

Students individually contemplate a question or topic, engage in a dyadic discussion with a partner, and subsequently present their insights to the class, fostering reflective thinking, collaborative exchange, and articulate expression.

Seminar Discussions:

Organize students into small groups to engage in an in-depth discussion of a specific topic or case study. Each group synthesizes their analysis and presents their findings to the class, encouraging collaborative learning and critical evaluation.

Role-Playing Exercises:

Students assume various roles pertinent to the lesson and enact scenarios, thereby gaining a multifaceted understanding of different viewpoints and practical application of theoretical concepts.

Structured Debates:

Facilitate a formal debate on a relevant issue, where students defend or challenge specific positions. This activity hones critical reasoning, persuasive communication, and argumentation skills.

Real-Time Polling:

Utilize technology to conduct instantaneous polls or quizzes during the class, providing immediate feedback and actively engaging students in the learning process.

Case Study Analysis: Introduce a real or hypothetical case study related to the course content. Students critically analyze the case, identify key issues, and develop proposed solutions, applying theoretical knowledge to practical scenarios.

Peer Review Sessions:

Implement peer review activities where students evaluate and critique each other's work, such as essays or projects. This process fosters critical assessment skills and offers diverse perspectives on their work.

Simulation Exercises:

Conduct simulations that replicate real-world situations relevant to the course material. This hands-on approach allows students to apply theoretical knowledge in a controlled, experiential context.

Concept Mapping:

Have students create detailed visual diagrams that illustrate the interrelationships between various concepts covered in the lesson. This technique aids in organizing and consolidating knowledge.

Jigsaw Method:

Divide the class into groups, with each group researching and presenting a distinct component of a broader topic. Students then come together to integrate their findings, constructing a comprehensive understanding of the subject matter.

These activities are crafted to promote active engagement, collaborative learning, and a nuanced comprehension of the material.

- Discussion

Comments

Discussion of different topics as a class or discussion of case scenarios.

- Field Trips

Comments

Students to participate in campus or four-year University field trips

- Guest Lecturers

Comments

Guest speakers

- Lecture

Comments

Lectures

- Projects

Comments

Individual or group projects

- Student Presentations

Comments

Individual or group Student Presentations

Other No

Equity Based Curriculum

- DE Course Interaction

Address

Students will have the ability to communicate with each other or with the instructor via email, canvas, or any other available platform.

- **Course Content**

- Address**

- A key section of the course is acknowledgement of diversity, respecting cultural and social differences, and communicating with people from diverse backgrounds.

- **Catalog Description**

- Address**

- This course explores the essential concepts, knowledge, and skills needed for college success. Students will analyze topics such as motivation, decision-making, interpersonal communication, multicultural awareness, and learning theory. Additionally, they will use problem-solving strategies in areas like goal setting and career development.

Typical Assignments

Typical Assignments

1. **Assignment Type Other**

- Add Assignment**

1. Identify cultural differences present in your classes or within the broader college community. Discuss how a deeper understanding of these cultural variations can enhance your development as a student and benefit your future career.
2. Examine the concept of time as a resource, assess your own time management practices, and create a plan to improve your ability to focus and use time more effectively.

2. **Assignment Type Writing**

- Add Assignment**

1. Albert Ellis posited that irrational beliefs can derail your progress and diminish self-esteem. Propose rational beliefs that could be used to challenge and replace these irrational beliefs.
2. Reflect on a time when you faced an emotionally charged conflict with another individual. Describe the resolution process and the strategies employed. Consider what alternative outcomes you would aim for and the strategies you would use in future conflicts.
3. In 3-4 typed pages, identify 2-3 labels you have received from family, peers, or society. Analyze how these labels have influenced or constrained your academic performance, self-esteem, and current goals.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

- Assess their own self-awareness, responsibility, and motivation, and apply alternative strategies to enhance their college success.

- This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:**

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Read Critically: Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Write Effectively: Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Orally: Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Communicate Visually and Symbolically: Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Gather and Evaluate Information: Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Reason: Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Solve Problems: Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Make Decisions: Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Develop Ideas: Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Identify Values: Identify and evaluate aesthetic and cultural values from diverse disciplines;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Respond appropriately: Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Ethics: Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
Conflict Resolution: Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Balance: Balance self-advocacy with the need to take direction and use constructive criticism effectively

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Community Applications: Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Impact of Human Activity: Recognize the impact of human activity (political, economic, social, technological) on local and global environments

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Intercultural Values: Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Determine which technology will effectively and efficiently produce the desired results

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Use appropriate technology to acquire, organize, analyze, and communicate

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Demonstrate ethical, legal, and safe practices when using technology

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. Outcome Text

Set and pursue long-term educational goals by selecting suitable courses.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Read Critically: Locate, interpret and analyze various types of written texts

- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

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- CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Recognize and Define: Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

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Use appropriate technology to acquire, organize, analyze, and communicate

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Demonstrate ethical, legal, and safe practices when using technology

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

3. **Outcome Text**

Identify how their decisions influence their lives and understand the resulting outcomes.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

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- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**

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Use critical thinking skills to identify and apply appropriate technology to achieve objectives

This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

Catalog View

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Quizzes
Frequency
Weekly or biweekly quizzes

- Oral Presentation
Frequency
3 times during the semester or as needed.
- Group Projects
Frequency
At least one project or as needed.
- Class Participation
Frequency
Every time the class meets.
- Home Work
Frequency
Weekly or bi-weekly.

Other No

Please Explain

Distance Education

Does (or will) this course have a DE component? Yes

Curriculum Committee Approval Date

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **Online with the Flexible In-Person Component (OFI):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*
- **Partially Online:** *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning*

management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

Offering the PCN course in a Distance Education (DE) mode is justified for several compelling reasons:

1) Increased Flexibility for Students:

The DE format provides students with the ability to engage with course materials irrespective of location, accommodating diverse schedules and personal obligations. This modality can broaden access, potentially increasing enrollment by catering to students who may face geographical, professional, or temporal constraints.

2) Continuity in the Face of Uncertainty:

The COVID-19 pandemic has highlighted the need for educational resilience in the face of unforeseen disruptions. Delivering the course in DE mode ensures uninterrupted academic progress should similar public health crises or other emergencies arise, providing a safeguard for continuity in learning.

3) Enhanced Learning Through Technology:

A DE format allows for the integration of advanced educational technologies, such as multimedia resources, interactive platforms, and collaborative online tools. These innovations can foster a more dynamic, engaging, and effective learning environment, enriching the overall educational experience.

4) Promotion of Accessibility and Inclusivity:

DE makes the course more accessible to a diverse student population, including those with disabilities, transportation challenges, or caregiving responsibilities. This mode of delivery promotes greater equity in educational opportunities.

5) Development of Critical 21st-Century Skills:

Participation in DE courses cultivates digital literacy and self-regulation, competencies that are increasingly indispensable in the modern workforce. Students will gain valuable experience in managing online learning platforms, enhancing their adaptability to evolving professional demands.

Given these considerations, the DE mode offers a robust and forward-thinking approach to delivering the PCN course, aligning with contemporary educational needs and challenges.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision to offer the PCN course in Distance Education (DE) mode resulted from a thoughtful and collaborative process, incorporating various considerations and input from multiple stakeholders.

Faculty and Administrative Input:

The process began with extensive consultations among faculty members and academic leadership, including discussions with the dean. Faculty with expertise in online education provided valuable insights into the feasibility and advantages of the DE format. Key contributors, such as English and Math instructors, as well as counselors, played a significant role in advocating for early decision-making regarding the course delivery method, emphasizing the importance of preparedness for future contingencies to ensure smooth implementation.

Student Needs and Accessibility:

A central focus in the decision was on meeting student needs for flexibility and accessibility. Offering the course in DE mode addresses challenges faced by students who have time, geographical, or personal constraints, allowing them to engage with coursework remotely. This format also expands access for non-traditional students, such as those with professional or caregiving responsibilities, ensuring equitable participation in the course.

Contingency Planning:

An important consideration was planning for potential future disruptions, such as another pandemic or similar crises. The experience with COVID-19 underscored the necessity of adaptability in course delivery. By offering the PCN course in DE mode, the institution ensures that learning can continue without interruption, regardless of external circumstances.

Technological Infrastructure and Support:

The institution's strong technological infrastructure, including platforms like Canvas and other support systems, was a key factor in the decision. These resources make it possible to offer the course in DE mode without compromising educational quality. The institution has the tools and support in place to facilitate a seamless transition to online learning for both students and faculty.

Alignment with Institutional Goals:

Finally, offering the PCN course in DE mode aligns with the institution's strategic priorities, which focus on innovation, inclusivity, and expanding access to education. This decision reflects the institution's commitment to modernizing the learning environment and addressing the evolving needs of its students and the broader educational community.

After careful evaluation of these factors, the decision to offer the PCN class in DE mode was made to ensure flexibility, accessibility, and preparedness while supporting the institution's mission and leveraging its technological capabilities.

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Closed captioning for videos.

- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Other No

Explain

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Other No

Explain

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

Yes

The same assessments and level of student accountability can be achieved. Yes

If there are any topics you did not choose, use the text box below to explain why. No

Explain

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Once a week

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

Weekly.

Regular announcements will be posted on the teaching platform such as Canvas.

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency

As needed.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency

As needed.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

As needed.

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency

At least once a twice per semester.

Students should reach out to each other as assigned in their groups. They can call, text, chat, email, or meet via Zoom, etc.

Group projects may include:

- 1) Transfer research assignments

2) Scavenger hunt assignments

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency

At least once a twice per semester.

Students should reach out to each other as assigned in their groups. They can call, text, chat, email, or meet via Zoom, etc.

Group projects may include:

- 1) Transfer research assignments
- 2) Scavenger hunt assignments

- **Written papers:** *Papers will be written on various topics.*

Frequency

As needed.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

Weekly or biweekly

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Once or twice a week depending on the delivery mode:

Hybrid: once a week

Online: twice a week.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

As needed.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency

At least once per semester.

Project examples:

- a) Written essay
- b) Final project presentation.

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency

At least once or twice per semester.

Case scenarios may include:

The late paper
The group project case scenario

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency

At least once per semester:

Project examples:

- a) Written essay
- b) Final project presentation.

Textbooks/Materials

Publisher Textbooks Yes

OER Textbooks No

Manuals/Periodicals No

Software No

Other No

Textbook

1. **Author(s)** Skip Downing
Title On Course
Edition 11th
Publisher Cengage Learning
ISBN-13 978-0357519424
Year 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent Yes
2. **Author(s)** Christine Harrington
Title Student Success in College: Doing What Works!
Edition 4th Edition
Publisher Cengage
ISBN-13 978-0357792872
Year 2023
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent Yes

OER

Manual

Software

1. **Title** On Course
Edition/Version
Publisher/Manufacturer
Description
Or Equivalent No

Other Learning Materials

Other Materials Required of Students

v

Library

Sufficient Resources Yes

Additional Resources Needed

New Databases Needed

Other

General Education/Transfer Request

This course has a GE component Yes

Transferability

CSU transfer Yes

- Transfers to CSU

Comments

New Request Yes

Already Approved No

Cal-GETC Yes

- 4 - Social and Behavioral Sciences

Comments

New Request Yes

Already approved substantial change No

Already approved unsubstantial change No

UC transfer Yes

- Transfers to UC

Comments

New Request Yes

Already approved substantial change No

Already approved unsubstantial change No

C-ID proposal No

C-ID

New Request No

Already approved substantial change No

Already approved unsubstantial change No

Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes

Originator Valle, Rafael

Origination Date

09/17/2024

Proposal Type

New Course

Parent Course

No Previous Course

Entry of Special Dates

Instructional Services

Effective Term Fall 2026

Implementation Date

12/29/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CB03: TOP Code

493010 - Career Guidance and Orientation

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Course Outline for Psychology-Counseling 20 Thriving in College

Effective: Fall 2026

Catalog Description:

PCN 20 - Thriving in College 2.00 Units

This course explores the essential concepts, knowledge, and skills needed for college success. Students will analyze topics such as motivation, decision-making, interpersonal communication, multicultural awareness, and learning theory. Additionally, they will use problem-solving strategies in areas like goal setting and career development.

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Identify campus resources, explain their purpose and access, and use them to support academic success.
- B. Identify and explain student rights and responsibilities, and locate and navigate the related policies online through the student handbook or campus website.
- C. Identify personal values and educational interests, and explain how they influence academic and career choices.
- D. Identify general or specific educational goal(s) and outline a plan to achieve them.
- E. Identify and describe curricular options or institutional resources that align with students' educational plan, and utilize these resources or courses to support academic and career goals.

- F. Identify and evaluate personal attitudes, motivations, or behaviors that affect academic success.
- G. Describe interpersonal, creative, personal techniques, or multicultural perspectives that promote college success.
- H. Identify factors that influence problem-solving, goal-setting, and decision-making.
 - I. Apply effective reading strategies, time management, note-taking methods, and test-taking techniques, and in academic tasks.
 - J. Identify and apply decision-making and change theories, and recognize opportunities for making informed choices in academic or personal contexts.

Course Content:

- 1. Beliefs, Attitudes and Behavior
 - 1. Critical analysis of beliefs, attitude, behavior and their impact on college success
 - 1. Theories on college students' beliefs, attitude and behavior
 - 2. Defining and disputing irrational beliefs
 - 3. Developing and accepting personal responsibility
 - 4. Becoming an active learner
- 2. Interpersonal Skills
 - 1. Development of healthy relationships
 - 1. Coping with personal problems and life crisis
 - 2. Strengthening relationships with active listening
 - 3. Creating a support system
 - 2. Acknowledgement of diversity
 - 1. Respecting cultural and social differences
 - 2. Communicating with people from diverse backgrounds
- 3. Critical Thinking and Problem Solving
 - 1. Emotional Intelligence
 - 2. Decision-making strategies
 - 1. Choices and consequences
 - 2. Wise choice process
 - 3. Theories of Motivation
 - 1. Extrinsic and intrinsic
 - 2. Needs and values clarification
 - 3. Identifying and creating inner motivation
 - 4. Creativity Techniques
 - 1. Brainstorming and mind-mapping
 - 2. Visualization
- 4. Academic Success Skills
 - 1. Independent and interdependent learning
 - 2. Time management
 - 1. Establishing priorities
 - 2. Avoiding procrastination
 - 3. Balancing Life
 - 3. Goal Setting
 - 1. Designing a compelling life plan

2. Influence on academic performance
4. Textbook Study
 1. Effective reading techniques (SQ3R)
 2. Textbook note-taking techniques
5. Learning Theory
 1. Research of learning styles and effective learning strategies
 2. Techniques for learning specific subjects
5. Higher Education in Society
 1. Value and purpose of higher education
 1. Understanding the value of attaining a higher education
 2. The informed citizen's role in society today
 2. Understanding the college/university systems
 1. Admission requirements and academic opportunities at the CCC, CSU, UC and Independent institutions in the state of CA
 2. Culture of higher education
 3. Faculty expectations, assumptions, and availability
 4. Demonstrating ability to locate, evaluate and utilize institutional resources
 5. Qualities of successful students
6. Self-Awareness and Personal Growth
 1. Administer and interpret self-evaluative measures which may include areas of interests, personality preferences, strengths, values, ability and decision-making styles.
 2. Developing and implementing short-term and long-term education plans
 3. Connecting academic planning to career and life planning

Methods of Instruction:

1. Audio-visual Activity - Design Slides: Create a PowerPoint or Google Slides presentation with relevant images, charts, and bullet points to visually represent the information. Record Voiceover: Record an audio narration to explain and expand upon the content on each slide. Edit Presentation: Refine the presentation by synchronizing the audio with the visual elements for clarity and coherence. Present: Share the completed presentation using a projector or screen for visuals and speakers for audio in a classroom or group setting. This activity combines auditory and visual elements, allowing students to engage with the material in an interactive and effective manner.
2. Classroom Activity - Think-Pair-Share: Students individually contemplate a question or topic, engage in a dyadic discussion with a partner, and subsequently present their insights to the class, fostering reflective thinking, collaborative exchange, and articulate expression. Seminar Discussions: Organize students into small groups to engage in an in-depth discussion of a specific topic or case study. Each group synthesizes their analysis and presents their findings to the class, encouraging collaborative learning and critical evaluation. Role-Playing Exercises: Students assume various roles pertinent to the lesson and enact scenarios, thereby gaining a multifaceted understanding of different viewpoints and practical application of theoretical concepts. Structured Debates: Facilitate a formal debate on a relevant issue, where students defend or challenge specific positions. This activity hones critical reasoning, persuasive communication, and argumentation skills. Real-Time Polling: Utilize technology to conduct instantaneous polls or quizzes during the class, providing immediate feedback and actively engaging students in the learning process. Case Study Analysis: Introduce a real or hypothetical case

study related to the course content. Students critically analyze the case, identify key issues, and develop proposed solutions, applying theoretical knowledge to practical scenarios. Peer Review Sessions: Implement peer review activities where students evaluate and critique each other's work, such as essays or projects. This process fosters critical assessment skills and offers diverse perspectives on their work. Simulation Exercises: Conduct simulations that replicate real-world situations relevant to the course material. This hands-on approach allows students to apply theoretical knowledge in a controlled, experiential context. Concept Mapping: Have students create detailed visual diagrams that illustrate the interrelationships between various concepts covered in the lesson. This technique aids in organizing and consolidating knowledge. Jigsaw Method: Divide the class into groups, with each group researching and presenting a distinct component of a broader topic. Students then come together to integrate their findings, constructing a comprehensive understanding of the subject matter. These activities are crafted to promote active engagement, collaborative learning, and a nuanced comprehension of the material.

3. Discussion - Discussion of different topics as a class or discussion of case scenarios.
4. Field Trips - Students to participate in campus or four-year University field trips
5. Guest Lecturers - Guest speakers
6. Lecture - Lectures
7. Projects - Individual or group projects
8. Student Presentations - Individual or group Student Presentations

Typical Assignments

A. Other:

1. Identify cultural differences present in your classes or within the broader college community. Discuss how a deeper understanding of these cultural variations can enhance your development as a student and benefit your future career.
2. Examine the concept of time as a resource, assess your own time management practices, and create a plan to improve your ability to focus and use time more effectively.

B. Writing:

1. Albert Ellis posited that irrational beliefs can derail your progress and diminish self-esteem. Propose rational beliefs that could be used to challenge and replace these irrational beliefs.
2. Reflect on a time when you faced an emotionally charged conflict with another individual. Describe the resolution process and the strategies employed. Consider what alternative outcomes you would aim for and the strategies you would use in future conflicts.
3. In 3-4 typed pages, identify 2-3 labels you have received from family, peers, or society. Analyze how these labels have influenced or constrained your academic performance, self-esteem, and current goals.

Methods of Evaluating Student Progress

A. Quizzes

1. Weekly or biweekly quizzes

B. Oral Presentation

1. 3 times during the semester or as needed.

- C. Group Projects
 - 1. At least one project or as needed.
- D. Class Participation
 - 1. Every time the class meets.
- E. Home Work
 - 1. Weekly or bi-weekly.

Student Learning Outcomes

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

- A. Assess their own self-awareness, responsibility, and motivation, and apply alternative strategies to enhance their college success.
- B. Set and pursue long-term educational goals by selecting suitable courses.
- C. Identify how their decisions influence their lives and understand the resulting outcomes.

Textbooks (Typical):

Textbook:

- 1. Skip Downing *On Course*. 11th ed., Cengage Learning, 2023.
- 2. Christine Harrington *Student Success in College: Doing What Works!*. 4th Edition ed., Cengage, 2023.

Software:

- 1. On Course. , (/e).

5.2 Course Modifications

- CMST 46 Argumentation and Debate
- HIST 1 Western Civilization to 1600
- HIST 2 Western Civilization since 1600
- HIST 3 World History to 1500
- HIST 4 World History since 1500
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2

Course Modification: CMST 46 - Argumentation and Debate

Course Modification: CMST 46 - Argumentation and Debate (Launched - Implemented 01-21-2025)
 compared with
 CMST 46 - Argumentation and Debate (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Catalog Description

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience. Analysis, presentation, and evaluation of oral and written arguments.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Objectives

Objectives

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

1. Objective Text - Debate in a public setting adhering to the foundations of a democratic society which include using ethical communication, critical thinking, civil discourse, and fostering informed citizens.
2. Objective Text - Demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility.
3. Objective Text - Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
4. Objective Text - Describe the reasoning process and implement skills in utilizing various methods of reasoning;
5. ~~Group Title~~ Analyze Employ effective research skills;
6. Group Title - Conceptualize and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the usefulness audience, occasion, and limitations across a variety of the contexts argumentation and process debate types
7. Group Title - Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates ;
8. ~~Group Title~~ Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
9. ~~Group Title~~ Recognize, create, define and analyze propositions;
10. ~~Group Title~~ Critically evaluate reasoning and evidence;
11. ~~Group Title~~ - Discover, evaluate and incorporate evidence in argumentation;
12. ~~Group Title~~ - Describe the reasoning process and implement skills in utilizing various methods of reasoning;
13. ~~Group Title~~ - Analyze, advocate, and criticize ideas, especially through the process of debate;
14. ~~Group Title~~ Recognize fallacies of reasoning and argue ethically;
15. ~~Group Title~~ Employ effective research skills;
16. ~~Group Title~~ - Practice the use of critical thinking skills in oral and debates written through communication a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many) ;

17. **Group Title** Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal ~~deliver~~ delivery);
18. **Objective Text** Listen critically to provide constructive criticism to peers
19. **Group Title** ~~Write~~ Apply ~~a rhetorical~~ policy principles ~~proposition to~~ proposal: analyze historical and contemporary debates

Course Content

Lecture Content

1. Examination of the nature of argumentation
 1. Historical development of argumentation
 2. The usefulness of argumentation
 3. The limitations of argumentation
 4. Ethical standards in argumentation
 1. Rhetorical sensitivity
 2. Diversity in debate opponent and audience
 3. Honesty, truthfulness, accuracy and reason

2. Methods of critical inquiry and reasoning
 1. Presumption
 2. Burden of proof
 3. The prima facie case
 4. The model of an argument
 1. Claims
 2. Grounds
 3. Warrants
 4. Backing
 5. Qualifiers
 6. Rebuttals

3. Classification of propositions

1. Propositions of fact
2. Propositions of value
3. Propositions of policy

4. Advocacy and argumentation techniques

1. Audience analysis
2. Critical Listening
3. Language choice and style
4. Delivery techniques
5. Building credibility with an audience

5. Research skills, analysis, and evaluation of evidence and sources

1. The discovery of evidence
2. Research techniques
3. Types of evidence
4. Tests of evidence

6. Reasoning Adaptation in to argumentation audiences, rhetorical situations, and purposes within a democratic society

1. **Argument** Appropriateness from of cause topic selection and delivery
2. **Argument** Effects from of sign situational audience analysis
3. **Argument** Demographic from audience generalization analysis
4. **Argument from parallel case**

7. **Argument from analogy**

8. **Argument from authority**

- Logical fallacies and ethical arguments

1. Fallacies in reasoning
2. Fallacies in research
3. Fallacies of appeal
4. Fallacies in language

- Advocacy and argumentation techniques

1. Audience analysis
2. Language choice and style
3. Delivery techniques

1. [Verbal delivery](#)
2. [Nonverbal delivery](#)
3. [Language usage](#)

4. Building credibility with an audience

1. [Aristotelian proofs of ethos, pathos, and logos](#)

- Critical analysis of discourse

- [Instruction of different debate formats](#)

1. [International Public debate](#)
2. [Parliamentary debate](#)
3. [Lincoln-Douglas debate](#)

- Analysis, presentation, and evaluation of oral and written arguments

1. Effectiveness of organization

2. Effectiveness of delivery
3. Effectiveness of argumentation

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
In-class **debates** group activities (peer-to-peer teaching)
- Critique
Comments
Critique by faculty and students of classroom debates
- Demonstration
Comments
Demonstration Demonstrations of debates in person or on video
- Discussion
Comments
Group **discussion**
- - **Guest Lecturers**
Comments -
discussions
- Lecture
Comments
Instructor delivery of course content
- - Observation
Comments -
Critique of live debates
- Student Presentations
Comments
At least 3 oral presentation/debates

Other **Yes** No

Equity Based Curriculum

- - DE Course Interaction
Explain **Address**
Communication Virtual activities learning provides equity access to education for those that can not attend a face to face class with regularity.
- - Measurable Objectives
Explain **Address**
Test/quizzes The objective "Demonstrate rhetorical sensitivity to diversity, equity, inclusion, accessibility, and belonging and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason." is written and will be evaluated by faculty.
- - Typical Texts
Address -
Instructors will have the option to choose OER (free to students) textbooks.

Typical Assignments

Typical Assignments

1. Assignment Type Other
Add Assignment

1. Oral Speeches

1. Students Presentation:

1. Create will present public speeches in class to be evaluated by both peers and then faculty. Informative Speech: In a timed speech no less than 5 minutes, students will present orally on an issue that is an ongoing problem in the world. They will use research and fully inform the audience on the background of the problem using proper structure and organization. Persuasion Speech: In a timed speech no less than 6 minutes, students will persuade the audience to take action using sound reasoning and evidence on why an ongoing issue should be fixed AND how to fix the issue.

1. Informative Speech

1. In a timed speech at least 5 minutes in length, you will teach your classmates and instructor about a significant issue that affects our democratic society. Sound reasoning, outside research, and an outline will be required for your informative presentation.

2. Persuasion Speech

1. In a timed speech at least 6 minutes in length, you will persuade your audience to take action about a problem that exists and is pertinent to us. You will be graded on the significance of topic, organization, delivery, use of research, and your use of time.

2. Debates

1. Students will perform public debates in class. They may be varying forms of debate such as Spontaneous Argumentation, International Public, Parliamentary, or Lincoln -Douglas. Topics will reflect diverse topics within a democratic Society.

1. Lincoln-Douglas Debate

1. Students will research the nationally assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.

2. Parliamentary Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Should voting be mandatory in a 5 democratic - society?"

3. International 7 Public minutes Debate

1. Students argumentative will follow the format of this style of debate in front of the class.
A sample topic is "Does freedom of speech using have Monroe's limits Motivated Sequence. Incorporate in a minimum of five source citations: democracy?"

2. Assignment Type - Writing
Add Assignment -

1. Proposition Paper :

1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

1. ~~Debate:~~

1. ~~"_____ should be the next President of the United States of America." The entire class will have 45 minutes to debate this statement with speakers being allotted 3-minute speaking intervals. Come to class able to speak to either side of this statement and be prepared and able to react/respond to the debate as it develops around you.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of CMST 46, the student should be able to critically~~ Critically analyze an argument.
2. Outcome Text
~~Upon completion of CMST 46, the student should be able to develop~~ Develop and deliver an argument.

Requisites/Requisite Validation

Requisites

1. ~~Requisite Type - Recommended Course Preparation~~
~~Subject - ENG (English)~~
~~Requisite Course - ENG 1A -- Critical Reading and Composition(Historical)~~
~~Non-Course Requirements -~~
~~Min-Grade - C~~
~~Comments -~~
~~Requisite Validation - Content Review~~
~~Skills Analysis~~
~~Requisite Course Objective(s)~~

- - Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
Degree of Importance - Recommended
- - Summarize a thesis and main points;
Degree of Importance - Recommended
- - Analyze main ideas;
Degree of Importance - Recommended
- - Evaluate the validity and logic of the text's reasoning and support;
Degree of Importance - Recommended
- - Relate ideas and information in the text to his/her own experience as well as other texts;
Degree of Importance - Recommended
- - Create a coherent position or argument based on reading;
Degree of Importance - Recommended
- - Write multiple-paragraph papers that:
Degree of Importance - Not Necessary
- - Accurately and appropriately respond to a given assignment;
Degree of Importance - Not Necessary
- - Develop a relevant, focused thesis;
Degree of Importance - Not Necessary
- - Are well-organized and coherently move from coordinating to subordinating points;
Degree of Importance - Not Necessary
- - Are well-developed with sufficient and relevant evidence;
Degree of Importance - Not Necessary
- - Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
Degree of Importance - Not Necessary
- - Demonstrate stylistic choices in tone, syntax, and diction;
Degree of Importance - Not Necessary
- - Use standard American English correctly;
Degree of Importance - Not Necessary
- - Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
Degree of Importance - Not Necessary
- - Review sources for relevant evidence and arguments;
Degree of Importance - Not Necessary
- - Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
Degree of Importance - Not Necessary
- - Document sources in an academically responsible way.
Degree of Importance - Not Necessary

Catalog View **Recommended Course Preparation:** ENG 1A with a minimum grade of C -

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- [Research Projects](#)
[Frequency](#) -
[At least 2 researched based oral presentations.](#)
- [Papers](#)
[Frequency](#)
[minimum of one to paper two research paper including written preparation of debates](#)
- [Oral Presentation](#)
[Frequency](#)
[one At least 3 presentations of varying types of individual and group debates and informative and persuasive speech speeches](#)
- [Class Participation](#)
[Frequency](#)
weekly class activities

Other ~~Yes~~ No

Please Explain

~~two to four debates~~

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- _ **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.
- _ **Online with the Flexible In-Person Component (OFI):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.
- _ **Partially Online:** Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- _ Instructor response time.
- _ Grade turnaround time.

- [_ Student participation.](#)
- [_ Instructor participation.](#)
- [_ Student rights and responsibilities.](#)
- [_ Student behavior in a DE course.](#)
- [_ Academic Integrity.](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ [Yes](#)

The content identified in the course outline of record can be presented effectively and with the same degree of rigor. ~~No~~ [Yes](#)

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ [Yes](#)

The same assignments in the course outline of record can be completed by the student and graded by the instructor. ~~No~~ [Yes](#)

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

The instructor will ~~initiate interaction with~~ [email](#) students ~~to determine that they are accessing~~ [weekly](#) and ~~comprehending~~ [respond](#) course material. The instructor will also participate regularly in course activities. Students will be encouraged by the instructor [promptly](#) to email questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible [students](#).

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

The [At](#) instructor [least](#) will regularly participate in discussions about academic content and will constantly provide worthwhile feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts [one](#) per [week](#) [module](#).

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency

The [Grading](#) instructor [rubrics](#) will provide [be](#) regular substantive [defined](#) and academic [completed](#) feedback for [to every](#) students on their assignments and other assessments. Students will know why they earned the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics [assignment](#).

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

Regular academic announcements will be posted to the class. For example, the instructor will post at [At](#) least one academic announcement per [week](#). To a lesser extent, the instructor will post announcements including information on when assignments are due, changes in the syllabus, exam schedules, etc [module](#).

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency

The [When](#) instructor [requested](#) will [by](#) use web conferencing to interact with students in real time. The instructor will use web conferencing to conduct virtual office hours and to deliver content live to students.

- **Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*

Frequency -

Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.

- **- Social networking:** - *A social networking tool will be used to disseminate academic information and allow for a student comments.*
Frequency -
A social networking tool will be used to disseminate academic information and allow for student comments .
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency
The When telephone requested will by be used to interact with students individually to answer questions, review a student work, etc .
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency
Students When will requested come by to a campus during face-to-face office hours to discuss any facet of the course student . (hybrid courses only)
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency
The When instructor requested will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use by a chatroom to conduct virtual office hours student .

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
Students will are be encouraged free to communicate through email each if other they to ask questions about the course, including assignments want .
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
Students At will least post one to the discussion board in each per module , answering questions posed by the instructor. They will also reply to each others' postings. An example class discussion assignment is: Please provide constructive feedback to the persuasion speech. Be sure to write two things that the speaker did well and write two things the speaker did not do well .
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency
Students At will least work one in group teams debate that requires students to complete a group project. This project will then be shared communicate with the each rest of the class in the discussion board. An example assignment is: In your group, prepare a PowerPoint presentation using Monroe's Motivated Sequence:
- **- Blogs:** - *Students will use blogs to discuss topics in the course:*
Frequency -
Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: Please post to the blog potential arguments you will use for your assignment:
- **- Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime:*
Frequency -
As additions are made to the group discussion board, students will use the class chatroom to discuss their group project in real-time other .
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency
Students At will least complete one a per peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Please provide constructive feedback directly to the submitted term paper document. Students will use this feedback as a final edit before submitting their final draft:
- **- Social networking:** - *A social network tool will be used so students can communicate on course topics:*
Frequency -
A social network tool will be used so everyone can communicate on any topic:

- - **Wikis:** - *Students will use wikis to work collaboratively.*
Frequency -
~~Students will use wikis to work collaboratively on a project or paper. An example assignment is: For your final debate presentation, use the wiki to add and edit content semester .~~
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency
~~Students will to interact meet in for real the time group with debate each as other many times as needed to discuss complete course the work assignment .~~

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency
~~Each module will contain at At least one class discussion relating to the topic(s) of the per module . Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is: Please share information about yourself. This could include hobbies, music tastes, favorite foods, etc. You are then required to find someone who shares a common interest and respond to that post indicating as much .~~
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency
~~There will be at At least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is: Together with your group, you are assigned to choose a topic related to current world events. You will then develop a constructive speech that will be shared in the discussion board. Students will then provide feedback to the written portion of the presentation debate .~~
- **Written papers:** *Papers will be written on various topics.*
Frequency
~~Papers At will least be one written per on various topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on: creating a series of potential openings to your presentation. There will be a term paper on the proper use of research in academic projects semester .~~
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency
~~Students At will least use one the per Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is: Please use the library databases to locate academic research on your topic. You must find a minimum of 5 sources semester .~~
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
~~Quizzes Chapter will quizzes be used in for each module chapter to or make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: Please list the 5 steps to Monroe's Motivated Sequence in order.~~
- - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency -
~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the a midterm and a final exam . These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback .~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Written lecture material will be divided into short, readable (“chunked”) sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on for the topic of: Research. PowerPoint presentations converted into videos will last up to 5 minutes in duration but no longer than 10 minutes. Each every module will contain one such presentation that covers the main points of the module. These will be close captioned. An example presentation will cover: The multiple parts of delivery, including but not limited to nonverbal and verbal delivery .

- **Video:** Video will be used to demonstrate procedures and to help students visualize concepts.

Frequency

Video Videos will be used included to on demonstrate module procedures and to help students visualize concepts pages . These No clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. The instructor will use videos in multiple ways such as: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole-class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close-captioned:

- - **Brainstorming:** - Brainstorming will be used to promote creative thinking:

Frequency -

Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. An example brainstorming activity will be: Brainstorm different methods for opening/beginning your presentation. Come up with at least 5 different options:

- - **Blogs:** - Students will use blogs to discuss course content:

Frequency -

Students will use blogs to discuss topics in the course. An example assignment is: Please use the blog to submit a list of potential debate topics that you would like to do in this class minimum .

- **Debates:** Debates will be used to expand upon both sides of an argument.

Frequency

Debates At will least be two used per to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Each pair of students will be assigned a current topic. You will post your arguments in the discussion board. An example topic will be the government needs to do more financially to help with socialized healthcare semester .

- **Other Student presentations :**

Frequency -

Students will prepare ; and present ; a mini-lecture on a topic being studied.

Frequency These

At presentations least can one be in the form of online presentations or web sites speech and will 2 be posted in the discussion board for other students to view, question, and discuss. An example activity is: Deliver a persuasive presentation not to exceed 7 minutes in length debates .

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. Title The Well-Crafted Argument
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
2. Author(s) - Reinard, John;
Title - Foundations of Argumentation and Critical Thinking: A Modern Approach
Edition - 1st
Publisher - Sage Publications
Year - 2015
Rationale for textbook older than 5 years: (Most recent edition ; considered classic, etc.) -
-
3. Author(s) Govier, Trudy,
Title A Practical Study of Argument
Edition 7th

Publisher ~~Wadsworth Publishing Company~~ [Cengage](#)

Year ~~2013~~ [2014](#)

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

- [Most recent edition](#)

4. Author(s) Rottenbert, Annette,

Title The Structure of Argument

Edition ~~8th~~ [10th](#)

Publisher ~~Bedford/St. Macmillan~~ ~~Martin's~~ [Learning](#)

~~Year~~ - [2021](#)

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

-

5. Author(s) [Austin J. Freeley](#), ~~Austin~~, [David L. Steinberg](#)

Title Argumentation and Debate

Edition 13th

Publisher ~~Wadsworth Publishing Company~~

~~Year~~ - ~~2013~~ [Cengage](#)

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

- [Most recent edition](#)

6. Author(s) James A. Herrick

Title Argumentation: Understanding and Shaping Arguments

Edition ~~6th~~ [7th](#)

Publisher Strata Publishing Inc.

~~ISBN-13~~ -

Year ~~2019~~ [2023](#)

Rationale for textbook older than 5 [years. \(Most recent edition, considered classic, etc.\)](#) -

OER

1. [Author\(s\)](#) - [Anna Mills](#)

[Title](#) - [How Arguments Work: A Guide to Writing and Analyzing Texts in College](#)

[Edition](#) -

[Publisher](#) - [LibreTexts](#)

[URL](#) - [https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work -](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills))

[A Guide to Writing and Analyzing Texts in College \(Mills\)](#)

[Year](#) - [2024](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) -

[Or Equivalent](#) - [No](#)

2. [Author\(s\)](#) - [Craig DeLancey](#)

[Title](#) - [A Concise Introduction to Logic](#)

[Edition](#) -

[Publisher](#) - [SUNY Oswego](#)

[URL](#) - <https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>

[Year](#) - [2017](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) -

[Most recent edition](#)

[Or Equivalent](#) - [No](#)

3. [Author\(s\)](#) - [Jim Marteney](#)

[Title](#) - [Arguing Using Critical Thinking](#)

[Edition](#) -

[Publisher](#) - [LibreTexts](#)

[URL](#)

- [https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_\(Marteney\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney))

[Year](#) - [2024](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#)

[Or Equivalent](#) [No](#)

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 1C - Oral Communication
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID COMM 120

Already approved unsubstantial change Yes

- _ 1B - Oral Communication and Critical Thinking
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Origination Date

~~09 / 16 12 / 2018~~ 2024

Parent Course

CMST 46 - Argumentation and Debate

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~
- State Approval
~~01/24/2019~~
- CC Approval
~~11/19/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

01/21/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Communication Studies 46 Argumentation and Debate

Effective: Fall 2025

Catalog Description:

CMST 46 - Argumentation and Debate 3.00 Units

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience. Analysis, presentation, and evaluation of oral and written arguments.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Debate in a public setting adhering to the foundations of a democratic society which include using ethical communication, critical thinking, civil discourse, and fostering informed citizens.
- B. Demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- C. Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- D. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
- E. Employ effective research skills;
- F. Conceptualize and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts and

debate types

- G. Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates;
- H. Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
 - I. Recognize, create, define and analyze propositions;
 - J. Analyze, advocate, and criticize ideas, especially through the process of debate;
 - K. Recognize fallacies of reasoning and argue ethically;
 - L. Practice the use of critical thinking skills in oral debates through a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many);
- M. Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal delivery);
- N. Listen critically to provide constructive criticism to peers
- O. Apply rhetorical principles to analyze historical and contemporary debates

Course Content:

- 1. Examination of the nature of argumentation
 - 1. Historical development of argumentation
 - 2. The usefulness of argumentation
 - 3. The limitations of argumentation
 - 4. Ethical standards in argumentation
 - 1. Rhetorical sensitivity
 - 2. Diversity in debate opponent and audience
 - 3. Honesty, truthfulness, accuracy and reason
- 2. Methods of critical inquiry and reasoning
 - 1. Presumption
 - 2. Burden of proof
 - 3. The prima facie case
 - 4. The model of an argument
 - 1. Claims
 - 2. Grounds
 - 3. Warrants
 - 4. Backing
 - 5. Qualifiers
 - 6. Rebuttals
- 3. Classification of propositions
 - 1. Propositions of fact
 - 2. Propositions of value
 - 3. Propositions of policy
- 4. Advocacy and argumentation techniques
 - 1. Audience analysis
 - 2. Critical Listening
 - 3. Language choice and style
 - 4. Delivery techniques
 - 5. Building credibility with an audience

5. Research skills, analysis, and evaluation of evidence and sources
 1. The discovery of evidence
 2. Research techniques
 3. Types of evidence
 4. Tests of evidence
6. Adaptation to audiences, rhetorical situations, and purposes within a democratic society
 1. Appropriateness of topic selection and delivery
 2. Effects of situational audience analysis
 3. Demographic audience analysis
7. Logical fallacies and ethical arguments
 1. Fallacies in reasoning
 2. Fallacies in research
 3. Fallacies of appeal
 4. Fallacies in language
8. Advocacy and argumentation techniques
 1. Audience analysis
 2. Language choice and style
 3. Delivery techniques
 1. Verbal delivery
 2. Nonverbal delivery
 3. Language usage
 4. Building credibility with an audience
 1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
 1. International Public debate
 2. Parliamentary debate
 3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
 1. Effectiveness of organization
 2. Effectiveness of delivery
 3. Effectiveness of argumentation

Methods of Instruction:

1. Classroom Activity - In-class group activities (peer-to-peer teaching)
2. Critique - Critique by faculty and students of classroom debates
3. Demonstration - Demonstrations of debates in person or on video
4. Discussion - Group discussions
5. Lecture - Instructor delivery of course content
6. Observation - Critique of live debates
7. Student Presentations - At least 3 oral presentation/debates

Typical Assignments

A. Other:

1. Speeches

1. Students will present public speeches in class to be evaluated by both peers and faculty. Informative Speech: In a timed speech no less than 5 minutes, students will present on an issue that is an ongoing problem in the world. They will use research and fully inform the audience on the background of the problem using proper structure and organization. Persuasion Speech: In a timed speech no less than 6 minutes, students will persuade the audience to take action using sound reasoning and evidence on why an ongoing issue should be fixed AND how to fix the issue.

1. Informative Speech

1. In a timed speech at least 5 minutes in length, you will teach your classmates and instructor about a significant issue that affects our democratic society. Sound reasoning, outside research, and an outline will be required for your informative presentation.

2. Persuasion Speech

1. In a timed speech at least 6 minutes in length, you will persuade your audience to take action about a problem that exists and is pertinent to us. You will be graded on the significance of topic, organization, delivery, use of research, and your use of time.

2. Debates

1. Students will perform public debates in class. They may be varying forms of debate such as Spontaneous Argumentation, International Public, Parliamentary, or Lincoln - Douglas. Topics will reflect diverse topics within a democratic Society.

1. Lincoln-Douglas Debate

1. Students will research the nationally assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.

2. Parliamentary Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Should voting be mandatory in a democratic society?"

3. International Public Debate

1. Students will follow the format of this style of debate in front of the class. A sample topic is "Does freedom of speech have limits in a democracy?"

B. Writing:

1. Proposition Paper

1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

Methods of Evaluating Student Progress

A. Exams/Tests

1. one midterm and one final exam
- B. Papers
 1. minimum of one paper research paper including written preparation of debates
- C. Oral Presentation
 1. At least 3 presentations of varying types of individual and group debates and informative and persuasive speeches
- D. Class Participation
 1. weekly class activities
- E. Research Projects
 1. At least 2 researched based oral presentations.

Student Learning Outcomes

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

- A. Critically analyze an argument.
- B. Develop and deliver an argument.

Textbooks (Typical):

OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.*, LibreTexts, 2024.
[https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)).
2. Craig DeLancey *A Concise Introduction to Logic.*, SUNY Oswego, 2017.
<https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>.
3. Jim Marteney *Arguing Using Critical Thinking.*, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_\(Marteney\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney)).

Textbook:

1. Fred D. White, Simone J. Billings *The Well-Crafted Argument.* 6th ed., Cengage, 2017.
2. Govier, Trudy, *A Practical Study of Argument.* 7th ed., Cengage, 2014.
3. Rottenbert, Annette, *The Structure of Argument.* 10th ed., Macmillan Learning, 2021.
4. Austin J. Freeley, David L. Steinberg *Argumentation and Debate.* 13th ed., Cengage, 2014.
5. James A. Herrick *Argumentation: Understanding and Shaping Arguments.* 7th ed., Strata Publishing Inc., 2023.



Course Modification: HIST 1 - Western Civilization to 1600

Course Modification: HIST 1 - Western Civilization to 1600 (Launched - Implemented 01-20-2025)

compared with

HIST 1 - Western Civilization to 1600 (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

This course is part of an existing program(s) ~~No~~ Yes

1. [Program - History - Associate in Arts Degree for Transfer \(Active\) - Fall 2020](#)

Units/Hours

CB22: Non Credit Course Category [Y - Not Applicable, Credit course](#)

Course Content

Lecture Content

1. Introduction to Western Civilization

1. Introduce students to the idea of Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their role in understanding the past.

2. Ancient Civilizations

1. Learn about the multicultural foundations of the ancient world and the impact of farming on the emergence of civilization in the Ancient Near East, the Fertile Crescent and the Middle East. Trace the development from Paleolithic to Neolithic societies. Compare and contrast how the Sumerians, Egyptians, Assyrians, Persians, Hebrews, Phoenicians, Minoans, and Mycenaeans adopted new and different religious beliefs, writing systems, coinage, laws, measurement units, and commercial trading networks.

3. Greece

1. Learn about classical Greece's Golden Age after their defeat of the Persian Empire in the 5th century B.C. Show how conflict between city-states, especially democratic Athens and militaristic Sparta, weakened Greece enough to be defeated by the Macedonians, led by Phillip II and his son Alexander the Great. Alexander's subsequent defeat of the Persians resulted in a dissemination of Hellenistic Greek culture throughout the greater Mediterranean and eastern Asia.

4. Roman Republican & Roman Empire

1. From inauspicious beginnings, Rome created a republic on the Italian peninsula that evolved over eight centuries into one of the largest and longest-lived empires in history. Follow Rome's successful political, economic, and military strategies as it incorporates non-Romans within its vast empire, until repeated barbarian invasions tested and defeated Rome's ability to control such a vast territory.

5. Rise of Christianity and Decline of Rome

1. Trace the spread of Christianity throughout the Roman Empire simultaneously with Rome's decline and collapse in the 5th century A.D., but not before Rome adopted Christianity as its official religion. Learn how and why the western regions of the Roman Empire fell into chaos while the eastern regions became the Byzantine Empire.

6. The Byzantine Empire

1. Follow the eastern half of the Roman Empire as it evolved into an empire built upon both Roman and Middle Eastern attributes. Centered in Constantinople, Byzantium was a lively center of learning and sophistication for centuries as it withstood pressures from the east and north. Byzantium's scholars would provide the link to ancient civilizations for western Europe in the later Middle Ages.

7. The Islamic World

1. Learn about the development of Islam throughout the Arab world. Trace Islam's expansion as successive religious leaders struggle to unify and control the greater Middle East.

8. The Middle Ages

1. Learn about the fragmentation of western Europe under the pressure of repeated barbarian assaults from the east. Study the few exceptions, especially the Merovingians, the Carolingians, and the Catholic Church. Follow the Crusaders to the Middle East and understand they influenced the revival of trade and the rise of monarchies in the late Middle Ages.

9. The Renaissance

1. Trace the rise of humanism and secular thought as the Italians celebrated their achievements with building great churches, palaces, schools, and art. Follow the subsequent impact of Renaissance ideas on the rest of western and northern Europe.

10. The Protestant Reformation

1. From Martin Luther's simple local protest against religious corruption on a church door in Wittenburg, Christian Europe became involved in almost 200 years of warfare as Europeans fought Europeans over their preferred version of Christianity. Learn how this heightened sense of religious identity influenced European ideas and behavior when they ventured out on the Voyages of Discovery.

Methods of Instruction

Check all that apply:

- [Research](#)
Explain Comments
[historical research utilizing primary and secondary sources.](#)
- [Written Exercises](#)
Comments
Written assignments

Equity Based Curriculum

- [_ DE Course Interaction](#)
[Address](#) _
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- [_ Typical Texts](#)
[Address](#) _
Primary source readings)represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender).
There are some free OER textbooks available including:
Western Civilization: A Concise History - Volume 1 and Volume 2 by Christopher Brooks
Western Civilization-An Open Source Book is a reader of primary sources by Ryan P. Johnson

Typical Assignments

Typical Assignments

1. **Assignment Type** [Reading](#)
Add Assignment

1. ~~Reading:-~~

1. Weekly assigned chapters on major themes and developments. ~~-2:~~
2. Reading and analysis of primary sources that illustrate major themes and developments in Western history.

2. ~~Discussion:-~~

2. **Assignment Type** [_ Writing](#)
Add Assignment _

1. ~~Small-group, full-class, and/or online discussion/forums of required readings, lecture or audio-visual material, and primary documents:~~

1. ~~Writing:-~~

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or primary sources. ~~-~~

2. ~~Quizzes:-~~

1. ~~In-class or online quizzes of required readings:~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of HIST 1, students will be able to explain~~ **Explain** the major political, economic, social, and cultural developments in Western Civilization before 1600, their causes and effects, and their historical significance.

2. Outcome Text

~~Upon completion of HIST 1, students will be able to explain~~ **Explain** the significance of major discoveries and developments in technology, science, art, architecture, and literature.

3. Outcome Text

~~Upon completion of HIST 1, students will be able to identify~~ **Identify** and distinguish the physical and political geography of Western Civilization.

4. Outcome Text

~~Upon~~ **Analyze** ~~completion of HIST 1, students will be able to~~ **and** interpret primary and secondary sources.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to compose SLO Map Top ILO Grouping(Delta)**
Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

5. Outcome Text

Construct an argument ~~which~~ using ~~uses~~ historical ~~them~~ evidence.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Read Critically : Locate, interpret and analyze various types of written texts
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic , as ~~appropriate~~ well as quantitative and qualitative data , ~~for to support make inferences~~ .

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
~~Professor 2-3 will times assign one or more essay exams, midterms, and final throughout the~~ per
semester :
- Quizzes
Frequency
~~Professor may assign quizzes throughout~~ At the semester: discretion of the instructor
- Research Projects
Frequency
~~Professor will assign one or more research projects throughout~~ At the semester:
- discretion Portfolios
Frequency -
~~Professor may assign portfolios throughout~~ of the semester: instructor
- Papers
Frequency
~~Professor may assign papers throughout~~ At the semester: discretion of the instructor
- Oral Presentation
Frequency
~~Professor may assign oral presentations throughout~~ At the semester: discretion of the instructor
- Projects
Frequency
~~Professor may assign projects throughout~~ At the semester:
- discretion Field of Trips
Frequency the
~~Professor may take students on field trip during semester:~~ instructor
- Group Projects
Frequency
~~Professor may assign group projects throughout~~ At the semester: discretion of the instructor
- Class Participation
Frequency
~~Class~~ At participation the could be used as a method discretion of evaluation the for student
grades: instructor
- Class Work
Frequency
~~Professor may assign classwork throughout~~ At the semester: discretion of the instructor

- Home Work

Frequency

Professor may assign homework throughout At the semester: discretion of the instructor

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.
- **Partially Online:** Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

The course is offered in Distance Education mode to meet the needs and demands of our students, many of who are unable to attend in-person classes for various reasons.

Explain how the decision was made to offer this course in a Distance Education mode.

Emergency This Delivery decision Methods

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency.~~

~~Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- was made in a meeting of full-time faculty in the program in the Spring of 2020.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with

disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [Utilizing headers/styles for text formatting to make web pages accessible for screen readers.](#)
- [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers
- [Exploratory links.](#)
- [Proper color contrast.](#)
- [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity .](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

No Yes

A student can achieve the same goals and objectives identified in the course outline of record. No Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

No Yes

The same assessments and level of student accountability can be achieved. No Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or

asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

Students ~~At will the be able to ask questions~~ discretion of the instructor ~~, or make comments, via email:~~

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

At least once per module

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will ~~discuss know topics the assigned reason~~ by for the grade they received and what they can do to improve.*

Frequency

At the discretion of the instructor (per assignment).

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

~~The~~ At instructor the will discretion post of announcements the on-blackboard: instructor

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

At least once per module

- **Group work:** *Students will ~~discuss work assigned in topics teams among to themselves~~ complete group projects . The projects will then be shared with the rest of the class.*

Frequency

At the discretion of the instructor

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency

At the discretion of the instructor

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among

students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency At least once per module
- **Group work:** Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.
Frequency At the discretion of the instructor
- **Written papers:** *Papers will be written on various topics.*
Frequency Students At will the submit discretion papers of online: the instructor
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency Students At will the conduct internet research as part discretion of their the preparation for writing essays: instructor
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency At the discretion of the instructor
- **Practice quizzes, tests/exams:** Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.
Frequency At the discretion of the instructor
- **Lecture:** Students will take attend quizzes or and access exams synchronous or asynchronous lectures on blackboard course content.
Frequency At the discretion of the instructor
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency At the discretion of the instructor
- **Video:** Video will be used to demonstrate procedures and to help students visualize concepts.
Frequency At the discretion of the instructor
- **Projects:** Students will respond complete to projects "what that if?" demonstrate scenarios their created mastery by of outcomes of the course.
Frequency At the discretion of the instructor as a means to exercise their historical imagination.

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Other ~~No~~ Yes

Textbook

- Author(s)** _ Jackson Spielvogel
Title _ Western Civilization: Volume I: To 1715
Edition _ 12
Publisher _ Cengage
ISBN-13 _ ISBN-13: 9780357987025
Year _ 2025
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
- Author(s)** _ Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay
Title _ Sources for Western Society, Volume 1: From Antiquity to the Enlightenment
Edition _ 13
Publisher _ Bedford/St. Martin's
ISBN-13 _ 978-1319229764
Year _ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
It is the most recent edition.
- Author(s)** _ Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks
Title _ The Global West: Connections & Identities, Volume 1: To 1790
Edition _ 3
Publisher _ Cengage
ISBN-13 _ 978-1337401388
Year _ 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
It is the most recent edition of this text.
- Author(s)** Marvin Perry
Title Sources of the Western Tradition, Volume I: From Ancient Times to the Enlightenment
Edition 10th
Publisher Wadsworth/Cengage
ISBN-13 -
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
More it up is to the date most version recent of sample-text edition.
- Author(s)** Renault, Mary, Anthony Grafton, David Bell
Title The West
Edition
Publisher W.W. Norton & Company
ISBN-13
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
- It is the most recent edition.
Or Equivalent _ No
- Author(s)** James Brophy, Et. Al
Title Perspectives from the Past: Primary Sources in Western Civilizations (Vol. 1)
Edition 6 7
Publisher W. W. Norton & Company

ISBN-13 [978-0393418712](#)

Year ~~2016~~ [2020](#)

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

7. Author(s) Joshua Cole, Carol Symes

Title Western Civilizations ~~:-Their History & Their Culture~~ Vol 1.

Edition ~~19~~ [20](#)

Publisher W.W. Norton & Company

ISBN-13 _ [978-0393418835](#)

Year ~~2017~~ [2020](#)

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

[Or Equivalent](#) _ [No](#)

OER

1. [Author\(s\)](#) _ [Christopher Brooks](#)

[Title](#) _ [Western Civilization: A Concise History - Volume 2](#)

[Edition](#) _

[Publisher](#) _ [Portland Community College](#)

[URL](#) _ https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?_hub_id=19

[Year](#) _ [2024](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

2. [Author\(s\)](#) _ [Ryan P. Johnson](#)

[Title](#) _ [Western Civilization-An Open Source Book](#)

[Edition](#) _

[Publisher](#) _ [St. Clair County Community College](#)

[URL](#) _ https://oercommons.org/courses/western-civilization-an-open-source-book-simple-book-publishing?_hub_id=19

[Year](#) _ [2018](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

3. [Author\(s\)](#) _ [Christopher Brooks](#)

[Title](#) _ [Western Civilization: A Concise History Volume 1](#)

[Edition](#) _

[Publisher](#) _ [Portland Community College](#)

[URL](#) _ https://oercommons.org/courses/western-civilization-a-concise-history?_hub_id=19

[Year](#) _ [2024](#)

[Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

Other Learning Materials

1. [Other](#) _

[Primary source readings](#) represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender).

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3B - Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- _ 4 - Social and Behavioral Sciences
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID HIST 170

Already approved unsubstantial change Yes

- _ 3 - Arts and Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- _ 4 - Social and Behavioral Sciences
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes

Codes and Dates

Course Codes

Originator ~~Gill, Rajan~~ Rutkowski, Chris

Origination Date

~~10 09 / 15 25 / 2018~~ 2024

Parent Course

HIST 1 - Western Civilization to 1600

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/23/2019~~

- CC Approval

~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

01/20/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for History 1 Western Civilization to 1600

Effective: Fall 2025

Catalog Description:

HIST 1 - Western Civilization to 1600

3.00 Units

This course traces the origins and development of Western civilization from its beginnings in the Ancient Near East, the Fertile Crescent, and the Middle East, through its expansion into Greece, Rome, and the rest of Europe. Topics include the rise and expansion of Christianity and Islam, the Middle Ages, the Renaissance, and the Protestant Reformation

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and correctly use basic historical terminology
- B. Identify, analyze, and interpret primary and secondary sources;
- C. Analyze the concept and various definitions of the West;
- D. Analyze and explain multiple causes and outcomes of historical events and developments related to western civilization;
- E. Identify and distinguish the major eras in the history of western civilization;
- F. Identify and distinguish the physical and political geography of western civilization;
- G. Analyze and explain the interaction of economic, social, cultural and political developments in response to changing historical circumstances;

- H. Identify and explain the historical significance of major discoveries and developments in technology, science, art, architecture, and literature.

Course Content:

1. Introduction to Western Civilization

1. Introduce students to the idea of Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their role in understanding the past.

2. Ancient Civilizations

1. Learn about the multicultural foundations of the ancient world and the impact of farming on the emergence of civilization in the Ancient Near East, the Fertile Crescent and the Middle East. Trace the development from Paleolithic to Neolithic societies. Compare and contrast how the Sumerians, Egyptians, Assyrians, Persians, Hebrews, Phoenicians, Minoans, and Mycenaeans adopted new and different religious beliefs, writing systems, coinage, laws, measurement units, and commercial trading networks.

3. Greece

1. Learn about classical Greece's Golden Age after their defeat of the Persian Empire in the 5th century B.C. Show how conflict between city-states, especially democratic Athens and militaristic Sparta, weakened Greece enough to be defeated by the Macedonians, led by Phillip II and his son Alexander the Great. Alexander's subsequent defeat of the Persians resulted in a dissemination of Hellenistic Greek culture throughout the greater Mediterranean and eastern Asia.

4. Roman Republican & Roman Empire

1. From inauspicious beginnings, Rome created a republic on the Italian peninsula that evolved over eight centuries into one of the largest and longest-lived empires in history. Follow Rome's successful political, economic, and military strategies as it incorporates non-Romans within its vast empire, until repeated barbarian invasions tested and defeated Rome's ability to control such a vast territory.

5. Rise of Christianity and Decline of Rome

1. Trace the spread of Christianity throughout the Roman Empire simultaneously with Rome's decline and collapse in the 5th century A.D., but not before Rome adopted Christianity as its official religion. Learn how and why the western regions of the Roman Empire fell into chaos while the eastern regions became the Byzantine Empire.

6. The Byzantine Empire

1. Follow the eastern half of the Roman Empire as it evolved into an empire built upon both Roman and Middle Eastern attributes. Centered in Constantinople, Byzantium was a lively center of learning and sophistication for centuries as it withstood pressures from the east and north. Byzantium's scholars would provide the link to ancient civilizations for western Europe in the later Middle Ages.

7. The Islamic World

1. Learn about the development of Islam throughout the Arab world. Trace Islam's expansion as successive religious leaders struggle to unify and control the greater Middle East.

8. The Middle Ages

1. Learn about the fragmentation of western Europe under the pressure of repeated barbarian assaults from the east. Study the few exceptions, especially the Merovingians, the Carolingians, and the Catholic Church. Follow the Crusaders to the Middle East and understand they influenced the revival of trade and the rise of monarchies in the late Middle Ages.
9. The Renaissance
 1. Trace the rise of humanism and secular thought as the Italians celebrated their achievements with building great churches, palaces, schools, and art. Follow the subsequent impact of Renaissance ideas on the rest of western and northern Europe.
10. The Protestant Reformation
 1. From Martin Luther's simple local protest against religious corruption on a church door in Wittenburg, Christian Europe became involved in almost 200 years of warfare as Europeans fought Europeans over their preferred version of Christianity. Learn how this heightened sense of religious identity influenced European ideas and behavior when they ventured out on the Voyages of Discovery.

Methods of Instruction:

1. Lecture - on major themes, events and personalities
2. Audio-visual Activity - In-class and home use of appropriate materials
3. Discussion - significant issues, especially those of contemporary relevance
4. Research - historical research utilizing primary and secondary sources.
5. Written Exercises - Written assignments
6. Readings from the text or supplementary materials on reserve in the Library

Typical Assignments

A. Reading:

1. Weekly assigned chapters on major themes and developments.
2. Reading and analysis of primary sources that illustrate major themes and developments in Western history.

B. Writing:

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or primary sources.

Methods of Evaluating Student Progress

A. Quizzes

1. At the discretion of the instructor

B. Research Projects

1. At the discretion of the instructor

C. Papers

1. At the discretion of the instructor

D. Oral Presentation

1. At the discretion of the instructor

E. Projects

1. At the discretion of the instructor

- F. Group Projects
 - 1. At the discretion of the instructor
- G. Class Participation
 - 1. At the discretion of the instructor
- H. Class Work
 - 1. At the discretion of the instructor
- I. Home Work
 - 1. At the discretion of the instructor
- J. Exams/Tests
 - 1. 2-3 times per semester

Student Learning Outcomes

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

- A. Explain the major political, economic, social, and cultural developments in Western Civilization before 1600, their causes and effects, and their historical significance.
- B. Explain the significance of major discoveries and developments in technology, science, art, architecture, and literature.
- C. Identify and distinguish the physical and political geography of Western Civilization.
- D. Analyze and interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

Textbooks (Typical):

OER:

- 1. Christopher Brooks *Western Civilization: A Concise History - Volume 2.*, Portland Community College, 2024. https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?__hub_id=19.
- 2. Ryan P. Johnson *Western Civilization-An Open Source Book.*, St. Clair County Community College, 2018. https://oercommons.org/courses/western-civilization-an-open-source-book-simple-book-publishing?__hub_id=19.
- 3. Christopher Brooks *Western Civilization: A Concise History Volume 1.*, Portland Community College, 2024. https://oercommons.org/courses/western-civilization-a-concise-history?__hub_id=19.

Textbook:

- 1. Jackson Spielvogel *Western Civilization: Volume I: To 1715.* 12 ed., Cengage, 2025.
- 2. Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay *Sources for Western Society, Volume 1: From Antiquity to the Enlightenment.* 13 ed., Bedford/St. Martin's, 2019.
- 3. Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks *The Global West: Connections & Identities, Volume 1: To 1790.* 3 ed., Cengage, 2018.
- 4. Marvin Perry *Sources of the Western Tradition, Volume I: From Ancient Times to the Enlightenment.* 10th ed., Wadsworth/Cengage, 2018.
- 5. Renault, Mary, Anthony Grafton, David Bell *The West.*, W.W. Norton & Company, 2018.
- 6. James Brophy, Et. Al *Perspectives from the Past: Primary Sources in Western Civilizations (Vol. 1)* . 7 ed., W. W. Norton & Company, 2020.
- 7. Joshua Cole, Carol Symes *Western Civilizations Vol 1.* 20 ed., W.W. Norton & Company, 2020.

Other Learning Materials:

1. Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender)..

Other Materials Required of Students

Other Materials Required of Students:

1. Examination books, scantron forms, and notebook sold in the campus bookstore. Access to the World Wide Web from any major browser..



Course Modification: HIST 2 - Western Civilization since 1600

Course Modification: HIST 2 - Western Civilization since 1600 (Launched - Implemented 01-20-2025)

compared with

HIST 2 - Western Civilization since 1600 (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

This course is part of an existing program(s) ~~No~~ Yes

1. [Program - History - Associate in Arts Degree for Transfer \(Active\) - Fall 2020](#)

Units/Hours

CB22: Non Credit Course Category [Y - Not Applicable, Credit course](#)

Course Content

Lecture Content

1. Introduction to Western Civilization
 1. Introduction to Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their importance to the course.
2. Birth of the Modern West. Overview of medieval Europe and advent of Renaissance and Reformation; major ideas: humanism, secularism, individualism, etc.; major thinkers: Erasmus, Machiaveli, Da Vinci, Luther, Calvin, et. al.
3. Absolutism versus Constitutionalism
 1. Compare and contrast two major attempts at nation building in seventeenth century. Look at varieties of absolutist governments throughout Europe. Discuss impact of mercantilism on European politics and economics.

4. The Scientific Revolution

1. Learn about the new world view and gain an advanced understanding of the natural world through observing nature, conducting experiments and mathematical reasoning. Study the development of the scientific method and its impact.

5. The Enlightenment

1. Learn about the Enlightenment thinkers who challenged Christian theology, championed reason, articulated the idea of the natural rights of the individual, and the responsibility of governments to honor those rights.

6. The American and French Revolutions

1. These revolutions were greatly influenced by Enlightenment ideas. Americans borrowed extensively for both the Declaration and the Constitution. The French secularized and modernized the structure of their government.

7. Multiple Reactions to Revolution

1. Napoleon both subverted the political ideals and preserved the social changes. The early nineteenth century saw multiple reactions to the enormous impact of the French Revolution and Napoleon's abuse of power. The Romantics attacked the ideas of the Enlightenment for fostering the destruction of the French Revolution. Governments proved unstable as waves of revolutions swept across Europe. Conservatives like Metternich used the Congress of Vienna to maintain stability.

8. The Industrial Revolution

1. Great Britain led the way with the replacing of human and animal labor by machines, a product of their abundant labor supply, large deposits of coal and iron ore, and surplus capital. A middle class emerged that fosters its development and spread of new emphasis on consumption.

9. Late Nineteenth-Century Social and Cultural Change

1. The successful spread of the Industrial Revolution throughout much of Europe fostered another series of changes in the adjustment to modernity. Europe witnessed and relished the rise of the spectacle, consumption and leisure. Darwin had a dramatic impact on intellectual thought with his ground-breaking work on evolution. Marx had a comparative impact with his analysis of class consciousness and ownership of the means of production.

10. Rise of Nationalism and Imperialism

1. Europe had one of the longest stretches without a major war from the Congress of Vienna in 1815 to WWI in 1914. The late nineteenth century witnessed the first fissures in that tenuous balance. The late nineteenth century also witnessed Europeans' conquest and control of much of the rest of the world.

11. World War I

1. The assassination of the Archduke Ferdinand precipitated all Europe into "The Great War" as a result of a system of alliances between the major powers. Discontent with Tsarist autocracy led to the Russian Revolution. Europe emerged from the four-year standoff permanently changed, with major political realignments as well as a jaded, fatalistic mood.

12. The Interwar Years

1. The vindictive demands of the French and British placed on the Germans as part of the Versailles Peace Treaty provided fertile ground for the emergence of fascism. The economic misery of the Great Depression only hastened the political instability that Hitler capitalized on.

13. World War II

1. A policy of appeasement by the Allied nations allowed Hitler to continue a military buildup and financial recovery of Germany's devastated economy. France, Great Britain, and the Soviet Union were unable to stop Hitler's conquest, leading to WWII in 1940.

14. Cold War Realities

1. Churchill's "Iron Curtain" divided a post-war Europe into two zones: one a Soviet dominated communist sphere, the other an American influenced capitalist sphere. Western Europe benefited greatly from American financial support in programs like the Marshall Plan. The years after WWII also witnessed the end of European colonialism.

15. Western Civilization after the Cold War

1. Communist regimes fell and pro-democracy movements emerged throughout Eastern Europe after Gorbachev repudiated the Brezhnev Doctrine in 1989. The Soviet Union would be one of the first casualties in 1990. The reunification of Germany, while the cause of great anxiety, hastened the development of the European Union into a truly pan-European political and economic entity. The challenges of the disintegration of Yugoslavia points out the still significant challenges Europe faces in a post-Cold War world.

Methods of Instruction

Check all that apply:

- Research
Explain Comments
-
- Written Exercises
Comments
Written assignments

Equity Based Curriculum

- DE Course Interaction
Address
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- Typical Texts
Address
Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender).

Typical Assignments

Typical Assignments

1. Assignment Type [Reading](#)
Add Assignment

1. ~~Reading:-~~

1. Weekly assigned chapters to read that follow along with major themes 2. In-class readings of primary sources that illustrate major themes.

2. ~~Discussion:-~~

2. Assignment Type [Writing](#)
Add Assignment

1. ~~Small group, full-class, and/or online discussions/forums of required readings, lecture, or audio-visual material or primary documents of assignments, lectures and supplemental materials.~~

1. ~~Writing:-~~

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or found in primary source material.

2. ~~Quizzes:-~~

1. ~~In-class or online quizzes of required readings.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of HIST 2, students will be able to explain~~ [Explain](#) the major political, economic, social, and cultural developments in Western Civilization since 1600, their causes and effects, and their historical significance.
2. Outcome Text
~~Upon completion of HIST 2, students will be able to explain~~ [Explain](#) the significance of major discoveries and developments in technology, science, art, architecture, and literature.
3. Outcome Text

~~Upon completion of HIST 2, students will be able to identify~~ Identify and distinguish the physical and political geography of Western Civilization.

4. Outcome Text

~~Upon Analyze completion of HIST 2, students will be able to~~ and interpret primary and secondary sources .

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to compose SLO Map Top ILO Grouping(Delta) .
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

5. Outcome Text

Construct an argument ~~which using uses historical them~~ evidence.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
_ _ Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic , as ~~appropriate~~ well as quantitative and qualitative data , for to support make inferences .

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

~~Professor 2-3 will times assign one or more essay exams, midterms, and final throughout the~~ per semester :

- Quizzes

Frequency

~~Professor may assign quizzes throughout~~ At the ~~semester:~~ discretion of the instructor

- Research Projects

Frequency

~~Professor will assign one or more research projects throughout~~ At the ~~semester:~~ discretion of the instructor

- Portfolios

Frequency

~~Professor may assign portfolios throughout~~ At the ~~semester:~~ discretion of the instructor

- Papers

Frequency

~~Professor may assign papers throughout~~ At the ~~semester:~~ discretion of the instructor

- Oral Presentation

Frequency

~~Professor may assign oral presentations throughout~~ At the ~~semester:~~ discretion of the instructor

- Projects

Frequency

~~Professor may assign projects throughout~~ At the ~~semester:~~ discretion of the instructor

- Field Trips

Frequency

~~Professor~~ At ~~may the take~~ discretion ~~students of on the~~ field trip during semester instructor

- Group Projects

Frequency

~~Professor may assign group projects throughout~~ At the ~~semester:~~ discretion of the instructor

- Class Participation

Frequency

~~Class~~ At ~~participation the~~ could be used as a method discretion ~~of evaluation the~~ for student grades: instructor

- Class Work

Frequency

~~Professor may assign classwork throughout~~ At the ~~semester:~~ discretion of the instructor

- Home Work

Frequency

~~Professor may assign homework throughout~~ At the ~~semester:~~ discretion of the instructor

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE

format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Online (FO):** Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.
- **Partially Online:** Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.

Explain why this course should be offered in Distance Education mode.

The course is offered in Distance Education mode to meet the needs and demands of our students, many of who are unable to attend in-person classes for various reasons.

Explain how the decision was made to offer this course in a Distance Education mode.

already This approved

Emergency decision Delivery was Methods

~~This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.~~

- made
in a meeting of full-time faculty in the program in the Spring of 2020.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers .
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that

instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity .](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ [Yes](#)

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ [Yes](#)

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ [Yes](#)

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ [Yes](#)

The same assessments and level of student accountability can be achieved. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency

~~Student-~~ [At the discretion of the](#) instructor ~~-contact~~

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency

~~Students~~ [At](#) ~~interact~~ [least](#) ~~with~~ [once per module](#)

- **Feedback on assignments:** [The](#) instructor ~~regularly~~ [will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.](#)

[Frequency](#)

At the discretion of the instructor (per assignment).

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

Information **At available** the discretion of the instructor

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

Student At discussions least once per module

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency _

At the discretion of the instructor

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency _

At the discretion of the instructor

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency _

At least once per module

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency _

At the discretion of the instructor

- **Written papers:** *Papers will be written on various topics.*

Frequency

Research At and the reaction discretion essays of the instructor

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency

~~Research~~ At the discretion of the instructor

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

~~Online~~ At assessments the discretion of the instructor

- **Other Practice quizzes, tests/exams :** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

Frequency

~~Instructor~~ At has the freedom discretion of the instructor

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency .

At the discretion of the instructor

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency .

At the discretion of the instructor

- **Video:** *Video will be used to chose demonstrate a procedures variety and to help students visualize concepts.*

Frequency .

At the discretion of additional the interactive instructor

- **methods Projects:** *when Students designing will online complete version projects that demonstrate their mastery of History outcomes 2 of the course .*

Frequency .

At the discretion of the instructor

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Other ~~No~~ Yes

Textbook

1. **Author(s)** . Jackson Spielvogel
Title . Western Civilization: Volume II: Since 1500
Edition . 12
Publisher . Cengage
ISBN-13 . ISBN-13: 9780357987032
Year . 2025
2. **Author(s)** . Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay
Title . Sources for Western Society, Volume 2: From the Age of Exploration to the Present
Edition . 13
Publisher . Bedford/St. Martin's
ISBN-13 . 978-1319229788
Year . 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) . It is the most recent edition.

3. Author(s) _ Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks
Title _ The Global West: Connections & Identities, Volume 2: Since 1550
Edition _ 3
Publisher _ Cengage
ISBN-13 _ 978-1337401395
Year _ 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
It is the most recent edition
4. Author(s) Marvin Perry
Title Sources of the Western Tradition ; Volume † II : From ~~Ancient~~ the ~~Times~~ Renaissance to the
~~Enlightenment~~ Present
Edition 10
Publisher Wadsworth/Cengage
ISBN-13 978-1337397612
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
It is the most recent edition.
5. Author(s) A Grafton, David Bell
Title The West Vol II
Edition 1
Publisher W.W. Norton & Company
ISBN-13
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
It is the most recent edition.
Or Equivalent _ No
6. Author(s) James Brophy, Et. Al
Title ~~erspectives~~ Perspectives from the Past: Primary Sources in Western Civilizations Vol 2
Edition ~~6~~ 7
Publisher W.W. Norton & Company
ISBN-13 978-0393418729
Year ~~2016~~ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No
7. Author(s) Carol Symes, J Cole
Title Western Civilizations :~~Their History & Their Culture~~ Vol 2
Edition ~~19~~ 20
Publisher W.W. Norton & Company
ISBN-13 978-0393418880
Year ~~2017~~ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No

OER

1. Author(s) _ Christopher Brooks
Title _ Western Civilization: A Concise History - Volume 3

Edition _

Publisher _ Portland Community College

URL _ https://oercommons.org/courses/western-civilization-a-concise-history-volume-3?hub_id=19

Year _ 2024

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

2. Author(s) _ Christopher Brooks

Title _ Western Civilization: A Concise History - Volume 2

Edition _

Publisher _ Portland Community College

URL _ https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?hub_id=19

Year _ 2024

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Other Learning Materials

1. Other _

Art Spiegelman, "The Complete Maus: A Survivor's Tale"

2. Other _

Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender).

Other Materials Required of Students

v

1. **Enter Required Material**

Examination books, scantron forms, and notebook sold in the campus bookstore.

2. **Enter Required Material** _

Access to the World Wide Web from any major browser.

General Education/Transfer Request

- Transfers to CSU

New Request **Yes** No

Already Approved **No** Yes

Cal-GETC Yes

- 3B - Humanities

Comments _

New Request _ No

Already approved substantial change _ No

Already approved unsubstantial change _ Yes

- 4 - Social and Behavioral Sciences

Comments _

[New Request](#) _ [No](#)

[Already approved substantial change](#) _ [No](#)

[Already approved unsubstantial change](#) _ [Yes](#)

- Transfers to UC
Already approved unsubstantial change ~~No~~ [Yes](#)

C-ID [HIST 180](#)

Already approved unsubstantial change [Yes](#)

- [_ 3 - Arts and Humanities](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)
- [_ 4 - Social and Behavioral Sciences](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)

Codes and Dates

Course Codes

Originator ~~Gill, Rajan~~ [Rutkowski, Chris](#)

Origination Date

10/ ~~15~~ [04](#) / ~~2018~~ [2024](#)

Parent Course

[HIST 2 - Western Civilization since 1600](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~
- State Approval
~~01/23/2019~~
- CC Approval
~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ [Fall 2025](#)

Implementation Date

~~08/15/2019~~

[01/20/2025](#)

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for History 2 Western Civilization since 1600

Effective: Fall 2025

Catalog Description:

HIST 2 - Western Civilization since 1600

3.00 Units

This course traces the history of Western civilization from the 1600s to the present. Topics include the Scientific Revolution, the Enlightenment, and the Industrial Revolution; the American and French Revolutions; World Wars I and II; the Cold War and its end; and the challenges of the modern era.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and correctly use basic historical terminology;
- B. Identify, analyze, and interpret primary and secondary sources, and compose arguments which use them as support;
- C. Analyze the concept and various definitions of the West.
- D. Demonstrate the ability to analyze Western Civilization from different perspectives such as race, class, gender, and ethnicity.
- E. Analyze and explain multiple causes and outcomes of historical events and developments related to western civilization;
- F. Identify and distinguish the major eras in the history of western civilization;
- G. Identify and distinguish the physical and political geography of western civilization;

- H. Analyze and explain the interaction of economic, social, cultural and political developments in response to changing historical circumstances;
- I. Identify different political ideologies and analyze their impact on the modern world;
- J. Identify and explain the historical significance of major discoveries and the developments in technology, science, art, architecture, music, and literature;
- K. Analyze and explain how history has shaped and continues to shape the contemporary world.

Course Content:

1. Introduction to Western Civilization
 1. Introduction to Western Civilization and its vast scope chronologically and geographically. Discuss the meaning and importance of history and the study of the past. Demonstrate the use of sources, both primary and secondary, and their importance to the course.
2. Birth of the Modern West. Overview of medieval Europe and advent of Renaissance and Reformation; major ideas: humanism, secularism, individualism, etc.; major thinkers: Erasmus, Machiaveli, Da Vinci, Luther, Calvin, et. al.
3. Absolutism versus Constitutionalism
 1. Compare and contrast two major attempts at nation building in seventeenth century. Look at varieties of absolutist governments throughout Europe. Discuss impact of mercantilism on European politics and economics.
4. The Scientific Revolution
 1. Learn about the new world view and gain an advanced understanding of the natural world through observing nature, conducting experiments and mathematical reasoning. Study the development of the scientific method and its impact.
5. The Enlightenment
 1. Learn about the Enlightenment thinkers who challenged Christian theology, championed reason, articulated the idea of the natural rights of the individual, and the responsibility of governments to honor those rights.
6. The American and French Revolutions
 1. These revolutions were greatly influenced by Enlightenment ideas. Americans borrowed extensively for both the Declaration and the Constitution. The French secularized and modernized the structure of their government.
7. Multiple Reactions to Revolution
 1. Napoleon both subverted the political ideals and preserved the social changes. The early nineteenth century saw multiple reactions to the enormous impact of the French Revolution and Napoleon's abuse of power. The Romantics attacked the ideas of the Enlightenment for fostering the destruction of the French Revolution. Governments proved unstable as waves of revolutions swept across Europe. Conservatives like Metternich used the Congress of Vienna to maintain stability.
8. The Industrial Revolution
 1. Great Britain led the way with the replacing of human and animal labor by machines, a product of their abundant labor supply, large deposits of coal and iron ore, and surplus capital. A middle class emerged that fosters its development and spread of new emphasis on consumption.
9. Late Nineteenth-Century Social and Cultural Change

1. The successful spread of the Industrial Revolution throughout much of Europe fostered another series of changes in the adjustment to modernity. Europe witnessed and relished the rise of the spectacle, consumption and leisure. Darwin had a dramatic impact on intellectual thought with his ground-breaking work on evolution. Marx had a comparative impact with his analysis of class consciousness and ownership for the means of production.
10. Rise of Nationalism and Imperialism
 1. Europe had one of the longest stretches without a major war from the Congress of Vienna in 1815 to WWI in 1914. The late nineteenth century witnessed the first fissures in that tenuous balance. The late nineteenth century also witnessed Europeans' conquest and control of much of the rest of the world.
11. World War I
 1. The assassination of the Archduke Ferdinand precipitated all Europe into "The Great War" as a result of a system of alliances between the major powers. Discontent with Tsarist autocracy led to the Russian Revolution. Europe emerged from the four-year standoff permanently changed, with major political realignments as well as a jaded, fatalistic mood.
12. The Interwar Years
 1. The vindictive demands of the French and British placed on the Germans as part of the Versailles Peace Treaty provided fertile ground for the emergence of fascism. The economic misery of the Great Depression only hastened the political instability that Hitler capitalized on.
13. World War II
 1. A policy of appeasement by the Allied nations allowed Hitler to continue a military buildup and financial recovery of Germany's devastated economy. France, Great Britain, and the Soviet Union were unable to stop Hitler's conquest, leading to WWII in 1940.
14. Cold War Realities
 1. Churchill's "Iron Curtain" divided a post-war Europe into two zones: one a Soviet dominated communist sphere, the other an American influenced capitalist sphere. Western Europe benefited greatly from American financial support in programs like the Marshall Plan. The years after WWII also witnessed the end of European colonialism.
15. Western Civilization after the Cold War
 1. Communist regimes fell and pro-democracy movements emerged throughout Eastern Europe after Gorbachev repudiated the Brezhnev Doctrine in 1989. The Soviet Union would be one of the first casualties in 1990. The reunification of Germany, while the cause of great anxiety, hastened the development of the European Union into a truly pan-European political and economic entity. The challenges of the disintegration of Yugoslavia points out the still significant challenges Europe faces in a post-Cold War world.

Methods of Instruction:

1. Lecture - major themes, events and personalities
2. Audio-visual Activity - In-class and home use of appropriate materials
3. Discussion - significant issues, especially those of contemporary relevance
4. Research -
5. Written Exercises - Written assignments
6. Readings from the text or supplementary materials on reserve in the Library

Typical Assignments

A. Reading:

1. Weekly assigned chapters to read that follow along with major themes
2. In-class readings of primary sources that illustrate major themes.

B. Writing:

1. Three 500-750 word essays on the major themes and developments in Western Civilization as presented in textbook chapters, audio-visual material, or found in primary source material.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2-3 times per semester

B. Quizzes

1. At the discretion of the instructor

C. Research Projects

1. At the discretion of the instructor

D. Portfolios

1. At the discretion of the instructor

E. Papers

1. At the discretion of the instructor

F. Oral Presentation

1. At the discretion of the instructor

G. Projects

1. At the discretion of the instructor

H. Field Trips

1. At the discretion of the instructor

I. Group Projects

1. At the discretion of the instructor

J. Class Participation

1. At the discretion of the instructor

K. Class Work

1. At the discretion of the instructor

L. Home Work

1. At the discretion of the instructor

Student Learning Outcomes

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

- A. Explain the major political, economic, social, and cultural developments in Western Civilization since 1600, their causes and effects, and their historical significance.
- B. Explain the significance of major discoveries and developments in technology, science, art, architecture, and literature.
- C. Identify and distinguish the physical and political geography of Western Civilization.
- D. Analyze and interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

Textbooks (Typical):

OER:

1. Christopher Brooks *Western Civilization: A Concise History - Volume 3*, Portland Community College, 2024. https://oercommons.org/courses/western-civilization-a-concise-history-volume-3?__hub_id=19.
2. Christopher Brooks *Western Civilization: A Concise History - Volume 2*, Portland Community College, 2024. https://oercommons.org/courses/western-civilization-a-concise-history-volume-2?__hub_id=19.

Textbook:

1. Jackson Spielvogel *Western Civilization: Volume II: Since 1500*. 12 ed., Cengage, 2025.
2. Merry E. Wiesner-Hanks, Clare Crowston, Joe Perry, John McKay *Sources for Western Society, Volume 2: From the Age of Exploration to the Present*. 13 ed., Bedford/St. Martin's, 2019.
3. Frank Kidner, Maria Bucur, Ralph Mathisen, Sally McKee, Theodore Weeks *The Global West: Connections & Identities, Volume 2: Since 1550*. 3 ed., Cengage, 2018.
4. Marvin Perry *Sources of the Western Tradition Volume II: From the Renaissance to the Present*. 10 ed., Wadsworth/Cengage, 2018.
5. A Grafton, David Bell *The West Vol II*. 1 ed., W.W. Norton & Company, 2018.
6. James Brophy, Et. Al *Perspectives from the Past: Primary Sources in Western Civilizations Vol 2*. 7 ed., W.W. Norton & Company, 2020.
7. Carol Symes, J Cole *Western Civilizations Vol 2*. 20 ed., W.W. Norton & Company, 2020.

Other Learning Materials:

1. Art Spiegelman, "The Complete Maus: A Survivor's Tale".
2. Primary source readings represent a diverse range of historical perspectives and experiences (race, ethnicity, class, gender)..

Other Materials Required of Students

Other Materials Required of Students:

1. Examination books, scantron forms, and notebook sold in the campus bookstore..
2. Access to the World Wide Web from any major browser..



Course Modification: HIST 3 - World History to 1500

Course Modification: HIST 3 - World History to 1500 (Launched - Implemented 01-13-2025)
compared with
HIST 3 - World History to 1500 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

This course is part of an existing program(s) ~~No~~ Yes

1. Program - History - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Prehistoric humans and their migrations.
 1. First Humans
 2. Hunter-Gatherers
 3. Pastoral Nomads
2. Emergence of agrarian societies.
 1. Agricultural Revolution
 2. Settled Communities
3. Early complex societies 3500-500 B.C.E.

1. 1st River-Valley Civilizations (Mesopotamia, Egypt)

2. Afroeurasia (China and India)

3. MesoAmerica (Olmec)

4. Formation of classical societies 500 B.C.E.– 500 C.E.

1. Greece and Persia

2. Rome and Han China

3. Teotihuacan and Zapotec

4. Mauryan and Gupta Empires

5. Development of major belief systems.

1. Early Religious beliefs (animism, polytheism)

2. Eastern Traditions (Confucianism, Buddhism, Hinduism)

3. Abrahamic Traditions (Judaism, Christianity, Islam)

6. The post-classical era 500-1000 C.E.

1. Afroeurasia

2. Americas

7. The acceleration of cross-cultural interaction 1000 – 1500 C.E.

1. Communication and exchange

2. Trade Ties

3. Political Conquests and Conflicts
4. Spread of religion
5. Interrelations between major states and empires

8. Relationship between humans and the environment.

1. Geography
2. Natural resources
3. Impact on the development of communities
4. Impact on human culture

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
-
- Discussion
Comments
- ~~Field Trips~~
~~Comments~~ -
- Guest Lecturers
Comments
-
- Lecture
Comments
-
- Research
Comments
Students may be required to research historical topics
- Student Presentations
Comments
Students may be assigned presentations on a historical topic
- Written Exercises

Comments

Students will have to complete written work

Equity Based Curriculum

- DE Course Interaction
Address This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- Measurable Objectives
Address The course objectives encompass understanding world history from multiple perspectives.
- Course Content
Address The course content includes material that students from diverse backgrounds will be able to connect with
- Assignments
Address This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.
- Library
Address Copies of required books are kept on long- and short-term reserve at the library.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. Essays and other writings analyzing assigned readings, both primary and secondary.

1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.

2. ~~In-class quiz based on the required reading.~~

1. ~~Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"~~
3. ~~Group~~
2. Assignment presentation Type on Project
Add the Assignment course:

1. ~~Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.~~

1. ~~Research Project~~

1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper

3. Assignment Type - Other
Add Assignment -

1. In-class quiz based on the required reading.

1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"

2. Group presentation on the course.

1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon~~ Construct completion an argument using historical evidence.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of ~~HIST~~ written ~~3~~ ~~students will be able~~ texts
- CLO(ILO) to ~~explain~~ SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

2. Outcome Text _

Explain political, economic, social, and -

_ cultural developments across natural, regional, and cultural boundaries before 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Impact of Human Activity** : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the historical developments and -
_ practices of major belief systems in the world before 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

4. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the impact humans had on the of

the world's physical and natural environment before 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments

5. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the major discoveries and -
developments in technology, science, art, architecture, and literature before 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

6. Outcome Text

~~Upon~~ Analyze ~~completion of HIST 3, students will be able to~~ and interpret primary and secondary sources _

~~and~~

This SLO maps to ~~compose the an following argument~~ Institutional ~~which Learning uses~~ Outcomes ~~them~~ (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic , as appropriate well as quantitative and qualitative data , for to support make

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests
Frequency
~~Blue Book~~ Written Examination, at least twice per semester
- Quizzes
Frequency
At ~~instructors~~ least discretion once per unit/module
- Research Projects
Frequency
At least one ~~essay~~ written ~~and/or~~ assignment, which may consist of a research project
- Papers
Frequency
At least one ~~essay~~ paper/written ~~and/or~~ research project assignment
- Oral Presentation
Frequency
~~At~~ Once ~~instructors~~ per ~~discretion~~
- - ~~Projects~~
Frequency -
~~At least one essay and/or research project~~
- - ~~Group Projects~~
Frequency -
~~At instructors discretion~~ semester
- Class Participation
Frequency
~~Every~~ On ~~day~~
- ~~a~~ Class weekly ~~Work~~
Frequency -
~~At instructors discretion~~
- - ~~Home Work~~
Frequency -
~~At instructor discretion~~ basis

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- [_ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Written papers:** [_ Papers will be written on various topics.](#)
Frequency [_ One per semester](#)
- **Research Assignments:** [_ Students will use the Internet and library resources to research questions, problems, events, etc.](#)
Frequency [_ One per semester](#)
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
There At will least be two an exams exam per after each unit semester; there will be one quiz per module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
There will be lectures (at least one) for each module
- **Student presentations:** [_ Students will prepare and present on a topic being studied.](#)
Frequency [_ Once per semester](#)
- **Other:**
Frequency

There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Textbooks/Materials

Textbook

1. Author(s) ~~Robert Bonnie Fignor~~ Smith, et al.
Title _ World in the Making, Volume I
Edition _ 2nd
Publisher _ Oxford University Press
ISBN-13 _ 9780197608289
Year _ 2022
2. Author(s) _ Jeremy Adelman, et al.
Title World Together, World Apart Vol 1
Edition ~~5th~~ 7th
Publisher W. W. Norton & Company ; ~~Fifth edition~~
ISBN-13 978-1-324-06397-1
Year ~~2017~~ 2024
3. Author(s) Elizabeth Pollard
Title Worlds Together, Worlds Apart: A Companion Reader Vol 1
Edition ~~2~~ 3rd
Publisher W. W. Norton & Company ; ~~Second edition~~
ISBN-13 978-0-393-66876-6
Year ~~2017~~ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
This is the most recent edition of the companion reader
4. Author(s) Robert Strayer
Title Ways of the World: A Brief Global History with Sources Vol 1
Edition ~~Third~~ Fifth
Publisher ~~Pearson~~ Macmillan
ISBN-13 9781319331115
Year ~~2016~~ 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No

General Education/Transfer Request

Cal-GETC Yes

- _ 3B - Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- _ 4 - Social and Behavioral Sciences
Comments _

[New Request](#) _ [No](#)

[Already approved substantial change](#) _ [No](#)

[Already approved unsubstantial change](#) _ [Yes](#)

- Transfers to UC
Already approved unsubstantial change ~~No~~ [Yes](#)

C-ID [HIST 150](#)

Already approved unsubstantial change [Yes](#)

- [_ 3 - Arts and Humanities](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)
- [_ 4 - Social and Behavioral Sciences](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ [Rosen, John](#)

Origination Date

~~11 10 / 16 04 / 2020~~ [2024](#)

Proposal Type

~~New Course~~ ~~Course~~ [Modification](#)

Parent Course

[HIST 3 - World History to 1500](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/13/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ [Fall 2026](#)

Implementation Date

~~08/15/2020~~

01/13/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for History 3 World History to 1500

Effective: Fall 2026

Catalog Description:

HIST 3 - World History to 1500

3.00 Units

Survey of the experience of all peoples with vastly different cultures inhabiting a single globe. Emphasizes the emergence of human communities, formation of complex societies, development of major belief systems and interaction with the environment based on experience, knowledge, and technology to c. 1500.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex societies.
- C. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.

- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
 - I. Compare ideals, practices, and historical developments of major belief systems.
 - J. Analyze historical developments across national, regional, and cultural boundaries.

Course Content:

- 1. Prehistoric humans and their migrations.
 - 1. First Humans
 - 2. Hunter-Gatherers
 - 3. Pastoral Nomads
- 2. Emergence of agrarian societies.
 - 1. Agricultural Revolution
 - 2. Settled Communities
- 3. Early complex societies 3500-500 B.C.E.
 - 1. 1st River-Valley Civilizations (Mesopotamia, Egypt)
 - 2. Afroeurasia (China and India)
 - 3. MesoAmerica (Olmec)
- 4. Formation of classical societies 500 B.C.E.– 500 C.E.
 - 1. Greece and Persia
 - 2. Rome and Han China
 - 3. Teotihuacan and Zapotec
 - 4. Mauryan and Gupta Empires
- 5. Development of major belief systems.
 - 1. Early Religious beliefs (animism, polytheism)
 - 2. Eastern Traditions (Confucianism, Buddhism, Hinduism)
 - 3. Abrahamic Traditions (Judaism, Christianity, Islam)
- 6. The post-classical era 500-1000 C.E.
 - 1. Afroeurasia
 - 2. Americas
- 7. The acceleration of cross-cultural interaction 1000 – 1500 C.E.
 - 1. Communication and exchange
 - 2. Trade Ties
 - 3. Political Conquests and Conflicts
 - 4. Spread of religion
 - 5. Interrelations between major states and empires
- 8. Relationship between humans and the environment.
 - 1. Geography
 - 2. Natural resources
 - 3. Impact on the development of communities
 - 4. Impact on human culture

Methods of Instruction:

1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

Typical Assignments

A. Writing:

1. Essays and other writings analyzing assigned readings, both primary and secondary.
 1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.

B. Project:

1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper

C. Other:

1. In-class quiz based on the required reading.
 1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"
2. Group presentation on the course.
 1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Written Examination, at least twice per semester

B. Quizzes

1. At least once per unit/module

C. Research Projects

1. At least one written assignment, which may consist of a research project

D. Papers

1. At least one paper/written assignment

E. Oral Presentation

1. Once per semester

F. Class Participation

1. On a weekly basis

Student Learning Outcomes

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

- A. Explain political, economic, social, and cultural developments across natural, regional, and cultural boundaries before 1500.
- B. Explain the historical developments and practices of major belief systems in the world before 1500.
- C. Explain the impact humans had on the of the world's physical and natural environment before 1500.
- D. Explain the major discoveries and developments in technology, science, art, architecture, and literature before 1500.
- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

Textbooks (Typical):

Textbook:

1. Bonnie Smith, et al. *World in the Making, Volume I*. 2nd ed., Oxford University Press, 2022.
2. Jeremy Adelman, et al. *World Together, World Apart Vol 1*. 7th ed., W. W. Norton & Company, 2024.
3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 1*. 3rd ed., W. W. Norton & Company, 2019.
4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 1*. Fifth ed., Macmillan, 2022.



Course Modification: HIST 4 - World History since 1500

Course Modification: HIST 4 - World History since 1500 (Launched - Implemented 01-13-2025)
 compared with
 HIST 4 - World History since 1500 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Catalog Description

This course covers the experience of all the world's people
 _ from the early modern era to the present. Emphasis is upon
 _ the interaction of people with the environment based on the
 _ development of technology and conflict between traditional
 _ systems and new(er) orders. Broader forces
 _ that affect civilizations such as borderlands, exploration and travel, gender and class will be studied.

This course is part of an existing program(s) ~~No~~ Yes

1. [Program - History - Associate in Arts Degree for Transfer \(Active \) - Fall 2020](#)

Units/Hours

CB22: Non Credit Course Category [Y - Not Applicable, Credit course](#)

Course Content

Lecture Content

1. The Origins of Global Interdependence, 1500-1800
 1. The decline of the Silk Road
 2. The Age of Exploration
 3. Europe in the Atlantic World
 4. Indigenous American Societies
 5. The Mughal Empire and Trade

6. Central/East Asia

2. The Age of Revolution, 1750-1914

1. Industrial Revolution
2. The slave trade and its impacts on Africa
3. Political revolutions in Western states
4. The abolition of slavery
5. China
6. Ottoman Empire, East Asia

3. The Age of Industry, 1750-1914

1. Industry and colonialism
2. Industry in non-colonial, non-western states
3. Industry in Europe

4. The Age of Empire, 1750-1914

1. European Colonies
2. India, Africa, and indigenous responses to colonialism
3. Colonial revolts

5. The World in Upheaval: The World Wars, 1914-1945

1. Causes of World War 1

2. Non-European countries impact on the conflict

3. The Great Depression

4. The role of colonial soldiers in World War 2

6. Decolonization and the End of Empires, 1900-present

1. Decolonization

2. Anti-colonial movements

3. India

4. The Middle East

7. Nationalism and Political Identity in Asia, Africa, and Latin America, 1900-present

1. The creation of new nations in Asia, Africa, and Latin America

2. Western involvements/entanglements in the new governments

3. The Cold War and non-alignment

8. A World Without Borders, 1980 to the present

1. The Global Culture

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

-

- Discussion

Comments

- **Field Trips**
Comments -
- Guest Lecturers
Comments
-
- Lecture
Comments
-
- Research
Comments
Students may be required to research historical topics
- Student Presentations
Comments
Students may be assigned presentations on a historical topic
- Written Exercises
Comments
Students will have to complete written work

Equity Based Curriculum

- - DE Course Interaction
Address -
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- - Measurable Objectives
Address -
The course objectives encompass understanding world history from multiple perspectives.
- - Course Content
Address -
The course content includes material that students from diverse backgrounds will be able to connect with
- - Assignments
Address -
This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.
- - Library
Address -
Copies of required books are kept on long- and short-term reserve at the library.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

Write a 5-7 page paper that answers the following prompt:

The number of democracies had been growing around the world since the Age of Enlightenment, however, your textbook ends on the disheartening note that over the past few decades, the world has seen a decline in democracies and an uptick in authoritarian leaders. There are democratic societies that have chosen to surrender their freedoms for the perceived safety of a strong leader. Based on your understanding of the course materials, why is this happening now and is this a trend that will continue? (Consider global economies, immigration, multilateral global companies, technology, social media, etc.). In addition to drawing upon course lectures and the textbook, you must use three primary sources to support your argument.

1. ~~Essays~~
2. Assignment and Type other Other
~~Add writings Assignment analyzing assigned readings, both primary and secondary:~~

Write a 1-2 page reading response that answers the following prompt:

What were some of the profound changes that occurred during the Ashikaga period, and how did they change Japanese culture?

1. ~~Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.~~
1. ~~In-class quiz based on the required reading:~~
1. ~~Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"~~
2. ~~Group presentation on the course:~~
1. ~~Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of HIST 4, students will be able to explain~~ Explain political, economic, social, cultural, -
_ and environmental developments across natural, regional, and cultural boundaries since 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Impact of Human Activity : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

2. Outcome Text

~~Upon completion of HIST 4, students will be able to explain~~ Explain the history of modern world -
_ civilizations through analytical categories of race, class, gender, ethnicity, and nationality.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?

3. Outcome Text

~~Upon completion of HIST 4, students will be able to identify~~ Identify the ways trade, migration, warfare, -
_ and cultural and biological exchanges have affected nations and societies since 1500.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

- **Impact of Human Activity** : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
4. **Outcome Text**
- ~~Upon completion of HIST 4, students will be able to interpret~~ **Interpret** primary and secondary sources .
- This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:**
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Read Critically** : Locate, interpret and - analyze various types of written texts
 - **CLO(ILO) to compose SLO Map Top ILO Grouping(Delta)**
 - **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
5. **Outcome Text** .
- ~~Construct~~ an argument ~~which~~ using ~~uses~~ historical ~~them~~ evidence.
- This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:**
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Gather and Evaluate Information** : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical) and evaluate information for accuracy, credibility, and usefulness.
 - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
 - **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic , as ~~appropriate~~ well as quantitative and qualitative data , ~~for to~~ **support** ~~make~~ inferences . -

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Exams/Tests

Frequency

~~Blue Book~~ Written Examination, at least twice per semester

- Quizzes

Frequency

At Once instructors per discretion

- - Research Projects

Frequency -

At least one essay and unit / or research project module

- Papers

Frequency

At least one essay paper/written and/or research project assignment

- Oral Presentation

Frequency

At Once instructors per discretion

- - Projects

Frequency -

At least one essay and/or research project

- - Group Projects

Frequency -

At instructors discretion semester

- Class Participation

Frequency

Every On day

- a Class weekly Work

Frequency -

At instructors discretion

- - Home Work

Frequency -

At instructor discretion basis

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

DE Course Interactions

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Written papers:** Papers will be written on various topics.
Frequency At least one written assignment
- **Research Assignments:** Students will use the Internet and library resources to research questions, problems, events, etc.
Frequency At least one written assignment, which may consist of a research project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency
~~There At will least be two an exams exam per after each unit semester~~; there will be one quiz per module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
 There will be lectures (at least one) for each module
- **Student presentations:** Students will prepare and present on a topic being studied.
Frequency At least one per semester
- **Other:**
Frequency
 There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Textbooks/Materials

Textbook

1. Author(s) Robert Bonnie Fignor Smith, et al.
Title World in the Making, Volume 2

- Edition _ 2nd
Publisher _ Oxford University Press
ISBN-13 _ 9780197608364
Year _ 2022
2. Author(s) _ Jeremy Adelman, et al.
 Title World Together, World Apart Vol 2
 Edition ~~5th~~ 7th
 Publisher W. W. Norton & Company ; ~~Fifth edition~~
 ISBN-13 978-1-324-06408-4
 Year ~~2017~~ 2024
3. Author(s) Elizabeth Pollard
 Title Worlds Together, Worlds Apart: A Companion Reader Vol 2
 Edition ~~2~~ 3rtd
 Publisher W. W. Norton & Company ; ~~Second edition~~
 ISBN-13 978-0-393-66877-3
 Year ~~2017~~ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
This is the most recent edition (companion readers for history textbooks often are not updated as regularly as the textbooks themselves).
4. Author(s) Robert Strayer
 Title Ways of the World: A Brief Global History with Sources Vol 2
 Edition ~~Third~~ Fifth
 Publisher ~~Pearson~~ Macmillan
 ISBN-13 9781319331146
 Year ~~2016~~ 2022
 Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No

General Education/Transfer Request

Cal-GETC Yes

- 3B - Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- 4 - Social and Behavioral Sciences
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- Transfers to UC
 Already approved unsubstantial change ~~No~~ Yes

C-ID HIST 160

Already approved unsubstantial change [Yes](#)

- [_ 3 - Arts and Humanities](#)
[Comments](#) _
[New Request](#) _ No
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)
- [_ 4 - Social and Behavioral Sciences](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ [Rosen, John](#)

Origination Date

~~10 / 16 04 / 2020~~ [2024](#)

Proposal Type

~~New Course~~ ~~Course~~ [Modification](#)

Parent Course

[HIST 4 - World History since 1500](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/13/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ [Fall 2026](#)

Implementation Date

~~08/15/2020~~

[12/28/2024](#)

Course CB Codes

CB22: Non Credit Course Category

[Y - Not Applicable, Credit course](#)



Course Outline for History 4 World History since 1500

Effective: Fall 2026

Catalog Description:

HIST 4 - World History since 1500

3.00 Units

This course covers the experience of all the world's people from the early modern era to the present. Emphasis is upon the interaction of people with the environment based on the development of technology and conflict between traditional systems and new(er) orders. Broader forces that affect civilizations such as borderlands, exploration and travel, gender and class will be studied.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex societies.
- C. Understand civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 C.E. to present.

- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
- I. Compare ideals, practices, and historical developments of major belief systems and philosophical systems.
- J. Analyze historical developments across national, regional, and cultural boundaries.

Course Content:

- 1. The Origins of Global Interdependence, 1500-1800
 - 1. The decline of the Silk Road
 - 2. The Age of Exploration
 - 3. Europe in the Atlantic World
 - 4. Indigenous American Societies
 - 5. The Mughal Empire and Trade
 - 6. Central/East Asia
- 2. The Age of Revolution, 1750-1914
 - 1. Industrial Revolution
 - 2. The slave trade and its impacts on Africa
 - 3. Political revolutions in Western states
 - 4. The abolition of slavery
 - 5. China
 - 6. Ottoman Empire, East Asia
- 3. The Age of Industry, 1750-1914
 - 1. Industry and colonialism
 - 2. Industry in non-colonial, non-western states
 - 3. Industry in Europe
- 4. The Age of Empire, 1750-1914
 - 1. European Colonies
 - 2. India, Africa, and indigenous responses to colonialism
 - 3. Colonial revolts
- 5. The World in Upheaval: The World Wars, 1914-1945
 - 1. Causes of World War 1
 - 2. Non-European countries impact on the conflict
 - 3. The Great Depression
 - 4. The role of colonial soldiers in World War 2
- 6. Decolonization and the End of Empires, 1900-present
 - 1. Decolonization
 - 2. Anti-colonial movements
 - 3. India
 - 4. The Middle East
- 7. Nationalism and Political Identity in Asia, Africa, and Latin America, 1900-present

1. The creation of new nations in Asia, Africa, and Latin America
 2. Western involvements/entanglements in the new governments
 3. The Cold War and non-alignment
8. A World Without Borders, 1980 to the present
1. The Global Culture

Methods of Instruction:

1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

Typical Assignments

A. Writing:

Write a 5-7 page paper that answers the following prompt:

The number of democracies had been growing around the world since the Age of Enlightenment, however, your textbook ends on the disheartening note that over the past few decades, the world has seen a decline in democracies and an uptick in authoritarian leaders. There are democratic societies that have chosen to surrender their freedoms for the perceived safety of a strong leader. Based on your understanding of the course materials, why is this happening now and is this a trend that will continue? (Consider global economies, immigration, multilateral global companies, technology, social media, etc.). In addition to drawing upon course lectures and the textbook, you must use three primary sources to support your argument.

B. Other:

Write a 1-2 page reading response that answers the following prompt:

What were some of the profound changes that occurred during the Ashikaga period, and how did they change Japanese culture?

Methods of Evaluating Student Progress

A. Exams/Tests

1. Written Examination, at least twice per semester

B. Quizzes

1. Once per unit/module

C. Papers

1. At least one paper/written assignment

D. Oral Presentation

1. Once per semester

- E. Class Participation
 - 1. On a weekly basis

Student Learning Outcomes

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

- A. Explain political, economic, social, cultural, and environmental developments across natural, regional, and cultural boundaries since 1500.
- B. Explain the history of modern world civilizations through analytical categories of race, class, gender, ethnicity, and nationality.
- C. Identify the ways trade, migration, warfare, and cultural and biological exchanges have affected nations and societies since 1500.
- D. Interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

Textbooks (Typical):

Textbook:

- 1. Bonnie Smith, et al. *World in the Making, Volume 2*. 2nd ed., Oxford University Press, 2022.
- 2. Jeremy Adelman, et al. *World Together, World Apart Vol 2*. 7th ed., W. W. Norton & Company, 2024.
- 3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 2*. 3rtd ed., W. W. Norton & Company, 2019.
- 4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 2*. Fifth ed., Macmillan, 2022.



Course Modification: KIN FG1 - Footgolf 1

Course Modification: KIN FG1 - Footgolf 1 (Launched - Implemented 01-14-2025)
 compared with
 KIN FG1 - Footgolf 1 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content _

1. History

1. Internationally (Federation of International Footgolf, FIGF)
2. Nationally (American Footgolf League, AFGL)

2. The rules, regulations of Footgolf

1. Current rules according to the Federation of International Footgolf (FIGF)

2. Regulations

1. Stroke play

2. Match play

3. Footgolf dress code, etiquette and scoring

1. Footwear and apparel

2. Appropriate actions with respect to other players and the course

3. Honesty, honor in scorekeeping activities

4. Physical Preparation

1. Warm up

2. Cool down

5. Footgolf putting technique

1. Approach to the ball

2. Plant foot

3. Kicking foot

4. Follow through

6. Skill development exercises for putting

7. Types of kicks

1. Toe
2. Inside of foot
3. Top of foot

8. Terminology of Golf

1. Addressing the ball
2. Approach
3. Fairway
4. Green
5. Honor
6. Sandtrap
7. Water hazard

Lab Content -

Methods of Instruction

Check all that apply:

- Individualized Instruction
Comments
[Provide one-on-one instruction](#)

Equity Based Curriculum

- [_ Other Materials Required of Students](#)
[Address](#) [_](#)
[Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.](#)

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of putting
3. Perform a variety of putts from the green
4. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF1, the student will be able to analyze~~ Analyze the influence of alignment and grip on ball flight

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- Emergency Fully Online (FØ EFO): ~~_ instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency .~~

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual

circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FØ EFO):** *~~_ instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency .~~*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

For situations where the emergency happens in the middle of the semester.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity.

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the

case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities:*
Frequency -
Minimum four times per semester
- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions:*
Frequency -
Minimum four times per semester
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve:*
Frequency -
Minimum four times per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency
~~At least one per module, for a total of at least four times during the semester:~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency
~~Minimum once per semester~~ Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency
~~Minimum four times per semester~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among

students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~Minimum four times per semester~~

- - ~~**Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Other:** -~~

~~Frequency -~~

~~Minimum once per semester~~ Weekly

Textbooks/Materials

Textbook

1. Author(s) ~~Bryce~~ Barbara Gardene A. Bushman
Title ~~Footgolf~~ Fitness For Professionals Beginners Handbook
Edition ~~+~~ 8th
Publisher ~~CreateSpace~~ Human Independent Publishing Platform Kinetics
Year ~~2017~~ 2025
2. Author(s) - Human Kinetics
Title - High Performance Training for Sports
Edition - 2
Publisher - Human Kinetics
Year - 2022
3. Author(s) Dylan Joseph
Title Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)
Edition 2nd
Publisher Understand LLC
~~Year - 2018~~
4. Author(s) Jonathan Erhman, Dennis Kerrigan, Steven Keteyian
Title Advanced Exercise Physiology
Edition 1

Publisher Human Kinetics

ISBN-13 _

Year _ 2018

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

5. Author(s) _ Bryce Gardene

Title _ Footgolf For Beginners

Edition _ 1

Publisher _ CreateSpace Independent Publishing Platform

ISBN-13 _

Year _ 2017

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Other Materials Required of Students

v

1. Enter Required Material

Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~11 04 / 16 05 / 2020~~ 2021

Proposal Type

~~New Course~~ ~~Course~~ Modification

Entry of Special Dates

•

•

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology FG1 Footgolf 1

Effective: Fall 2026

Catalog Description:

KIN FG1 - Footgolf 1 **1.00 Units**

This is an introductory course to the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the history, rules, and the etiquette of the sport and how to apply putting techniques effectively. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the history and development of footgolf.
- B. Articulate the rules and regulations associated with the sport of footgolf.
- C. Recognize the dress code for the course, etiquette towards the rules of the game and the honor of scoring.
- D. Perform a physical warm up and cool down.
- E. Perform exercises and drills for putting.
- F. Apply the correct mechanics for putting.
- G. Compare kicking techniques according to the distance from the hole.
- H. Recall the terminology associated with golf.

Course Content:

1. History
 1. Internationally (Federation of International Footgolf, FIGF)
 2. Nationally (American Footgolf League, AFGL)
2. The rules, regulations of Footgolf
 1. Current rules according to the Federation of International Footgolf (FIGF)
 2. Regulations
 1. Stroke play
 2. Match play
3. Footgolf dress code, etiquette and scoring
 1. Footwear and apparel
 2. Appropriate actions with respect to other players and the course
 3. Honesty, honor in scorekeeping activities
4. Physical Preparation
 1. Warm up
 2. Cool down
5. Footgolf putting technique
 1. Approach to the ball
 2. Plant foot
 3. Kicking foot
 4. Follow through
6. Skill development exercises for putting
7. Types of kicks
 1. Toe
 2. Inside of foot
 3. Top of foot
8. Terminology of Golf
 1. Addressing the ball
 2. Approach
 3. Fairway
 4. Green
 5. Honor
 6. Sandtrap
 7. Water hazard

Methods of Instruction:

1. Lecture - Explain concepts, principles, tactics of the sport.
2. Field Trips - Las Positas Golf Course
3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

Typical Assignments

- A. Laboratory:

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of putting
3. Perform a variety of putts from the green
4. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

- A. Quizzes
 1. 1-2 times per semester
- B. Class Participation
 1. Daily
- C. Final Class Performance
 1. One Time

Student Learning Outcomes

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

- A. Analyze the influence of alignment and grip on ball flight

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
2. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
3. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.
4. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
5. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.

Manual:

1. Oliver, Paul. [Federation For International FootGolf Rule book](#). Federation for International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..



Course Modification: KIN FG2 - Footgolf 2

Course Modification: KIN FG2 - Footgolf 2 (Launched - Implemented 01-14-2025)
 compared with
 KIN FG2 - Footgolf 2 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lab Hours 54

Inside of Class Hours 54

Course Content

Lecture Content

Lab Content -

1. Physical preparation

1. Warm up

2. Cool down

2. Footgolf techniques for driving the ball

1. Approach to the ball
2. Plant foot
3. Plant leg
4. Kicking leg back swing
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

3. Skill development exercises for driving

4. Compare types of drives

1. Driven

1. Backspin
2. Topspin
3. Sidespin

2. Lofted

1. Backspin
2. Sidespin

5. Discuss types of drives

1. Driven

1. Backspin

2. Topspin

3. Sidespin

2. Lofted

1. Backspin

2. Sidespin

- **Lofted**

1. **Backspin**

2. **Sidespin**

Lab Content -

Methods of Instruction

Check all that apply:

- Individualized Instruction

Comments

Provide one-on-one instruction

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type [Laboratory](#)

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of driving
3. Perform a variety of drives from the tee box
4. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF2, the student will be able to illustrate~~ [Illustrate](#) how a golfer creates lag in the golf swing

Requisites/Requisite Validation

Catalog View [Recommended Course Preparation:](#) [KIN FG1 with a minimum grade of C](#) _

Distance Education

Does (or will) this course have a DE component? [Yes](#)

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

[Yes](#)

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. [Yes](#)

I have consulted with my Dean regarding the creation of a DE addendum for this course. [Yes](#)

[Delivery Methods](#)

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- [Emergency Fully Online \(EFO\):](#) [_ taught fully online only in case of an emergency.](#)

[Emergency Delivery Methods](#)

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- [Emergency Fully Online \(EFO\):](#) [_ taught fully online only in case of an emergency.](#)

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

[For situations where the emergency happens in the middle of the semester.](#)

[Accessibility](#)

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply).

- - Closed captioning for videos.
- - Transcription for audio.
- - Alt-text/ tags for images.
- - Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- - Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- - Formatting and coding to make tables accessible for screen readers.
- - Exploratory links.
- - Proper color contrast.
- - Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- - Instructor response time.
- - Grade turnaround time.
- - Student participation.
- - Instructor participation.
- - Student rights and responsibilities.
- - Student behavior in a DE course.
- - Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. ~~No~~ Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

~~No~~ Yes

A student can achieve the same goals and objectives identified in the course outline of record. ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply).

- - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Weekly.

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply).

- - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Weekly.
- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Weekly.

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply).

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*

[Frequency](#) _

[Weekly](#).

Textbooks/Materials

Textbook

1. **Author(s)** [Human Kinetics](#)
Title _ [High Performance Training for Sports](#)
Edition _ [2nd](#)
Publisher _ [Human Kinetics](#)
Year _ [2022](#)
2. **Author(s)** _ [Barbara A. Bushman](#)
Title _ [Fitness Professionals Handbook](#)
Edition _ [8th](#)
Publisher _ [Human Kinetics](#)
Year _ [2025](#)
3. **Author(s)** _ Bryce Gardene
Title Footgolf For Beginners
Edition - [+](#)
Publisher CreateSpace Independent Publishing Platform
Year 2017
4. **Author(s)** Dylan Joseph
Title Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)
Edition 2nd
Publisher Understand LLC
ISBN-13 _
Year 2018
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _
[Or Equivalent](#) _ [No](#)
5. **Author(s)** Jonathan Erhman, Dennis Kerrigan, Steven Keteyian
Title Advanced Exercise Physiology
Edition _ [1](#)
Publisher Human Kinetics
ISBN-13 _
Year 2018
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _
[Or Equivalent](#) _ [No](#)

Other Materials Required of Students

v

1. **Enter Required Material**
Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. [Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.](#)

Codes and Dates

Course Codes

Origination Date

~~02 10 / 14 22 / 2019~~ 2024

Proposal Type

~~New Course~~ ~~Course~~ Modification

Parent Course

KIN FG2 - Footgolf 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~03/18/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology FG2 Footgolf 2

Effective: Fall 2025

Catalog Description:

KIN FG2 - Footgolf 2 1.00 Units

A second semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the first shot of teeing off and the different techniques to drive a ball for distance and accuracy. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Recommended Course Preparation: KIN FG1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Perform a physical warm up and cool down.
- B. Perform exercises and drills for driving a ball.
- C. Apply the correct mechanics required to drive a ball for distance and accuracy.
- D. Compare different kicking techniques to drive a ball with back spin, top spin and side spin.
- E. Discuss the concept of spin when driving a ball.

Course Content:

1. Physical preparation
 1. Warm up
 2. Cool down
2. Footgolf techniques for driving the ball
 1. Approach to the ball
 2. Plant foot
 3. Plant leg
 4. Kicking leg back swing
 5. Kicking foot
 6. Follow through of kicking leg
 7. Push off of plant foot
3. Skill development exercises for driving
4. Compare types of drives
 1. Driven
 1. Backspin
 2. Topspin
 3. Sidespin
 2. Lofted
 1. Backspin
 2. Sidespin
5. Discuss types of drives
 1. Driven
 1. Backspin
 2. Topspin
 3. Sidespin
 2. Lofted
 1. Backspin
 2. Sidespin

Methods of Instruction:

1. Field Trips - Las Positas Golf Club
2. Lecture - Explain concepts, principles, tactics of the sport.
3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups and cool downs specific for footgolf
 2. Participate in drills designed for skill development in the technique of driving
 3. Perform a variety of drives from the tee box
 4. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

- A. Quizzes
 - 1. 1-2 times per semester
- B. Class Participation
 - 1. Daily
- C. Final Class Performance
 - 1. One time

Student Learning Outcomes

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

- A. Illustrate how a golfer creates lag in the golf swing

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

Manual:

1. Oliver, Paul. [Federation For International FootGolf Rule book](#). Federation for International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .



Course Modification: KIN FG3 - Footgolf 3

Course Modification: KIN FG3 - Footgolf 3 (Launched - Implemented 01-14-2025)
 compared with
 KIN FG3 - Footgolf 3 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content _

1. Physical preparation

1. Warm up

2. Cool down

2. Footgolf techniques for fairway kicks

1. Approach to the ball

2. Plant foot
3. Plant leg
4. Kicking leg back swing
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

3. Footgolf techniques for approach kicks

1. Approach to the ball
2. Plant foot
3. Plant leg
4. Kicking leg backspin
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

4. Skill development exercises for fairway kicks

5. Skill development for approach kicks

6. Compare types of kicks

1. Fairway

1. Backspin

2. Topspin

3. Sidespin

2. Approach

1. Backspin

2. Sidespin

7. Discuss types of drives

1. Fairway

1. Backspin

2. Topspin

3. Sidespin

2. Approach

1. Backspin

2. Sidespin

- Approach

1. Backspin

2. Sidespin

Lab Content -

Methods of Instruction

Check all that apply:

- Individualized Instruction

Comments

Provide one-on-one instruction

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the techniques for fairway kicks
3. Perform a variety of kicks from the fairway
4. Participate in drills designed for skill development in the techniques used to approach the green
5. Perform a variety of kicks used to approach the green
6. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF3 the student will be able to assess~~ Assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

Distance Education

Does (or will) this course have a DE component? Yes

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- - **Emergency Online with Flexible In-Person Component (EOFI):** - *taught online with flexible in-person component only in case of emergency.*

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- - **Emergency Online with Flexible In-Person Component (EOFI):** - *taught online with flexible in-person component only in case of emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

For situations where the emergency happens in the middle of the semester.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- - [Closed captioning for videos.](#)
- - [Transcription for audio.](#)
- - [Alt-text/ tags for images.](#)
- - [Utilizing headers/styles for text formatting to make web pages accessible for screen readers.](#)
- - [Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.](#)
- - [Formatting and coding to make tables accessible for screen readers.](#)
- - [Exploratory links.](#)
- - [Proper color contrast.](#)
- - [Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same standards of course quality identified in the course outline of record can be applied. No Yes

The content identified in the course outline of record can be presented effectively and with the same degree of rigor.

No Yes

A student can achieve the same goals and objectives identified in the course outline of record. No Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

No Yes

The same assessments and level of student accountability can be achieved. No Yes

If there are any topics you did not choose, use the text box below to explain why. No Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
 Frequency:
 Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be

achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply).

- - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Weekly
- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply).

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
Weekly

Textbooks/Materials

Textbook

1. Author(s) [Human Kinetics](#)
Title - [High Performance Training for Sports](#)
Edition - [2](#)
Publisher - [Human Kinetics](#)
Year - [2022](#)
2. Author(s) - [Barbara A. Bushman](#)
Title - [Fitness Professionals Handbook](#)
Edition - [8](#)
Publisher - [Human Kinetics](#)
Year - [2025](#)
3. Author(s) - Bryce Gardene
Title [Footgolf For Beginners](#)
Edition - [1](#)
Publisher [CreateSpace Independent Publishing Platform](#)
Year [2017](#)
4. Author(s) [Dylan Joseph](#)
Title [Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score \(Understand Soccer\)](#)

Edition 2nd

Publisher Understand LLC

[ISBN-13](#) _

Year 2018

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

5. Author(s) Jonathan Erhman, Dennis Kerrigan, Steven Keteyian

Title Advanced Exercise Physiology

[Edition](#) _ [1](#)

Publisher Human Kinetics

[ISBN-13](#) _

Year 2018

[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) _

[Or Equivalent](#) _ [No](#)

Other Materials Required of Students

v

1. Enter Required Material

Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. [Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.](#)

Codes and Dates

Course Codes

Origination Date

~~02 10 / 14 22 / 2019~~ [2024](#)

Proposal Type

~~New Course~~ ~~Course~~ [Modification](#)

Parent Course

[KIN FG3 - Footgolf 3](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~03/18/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ [Fall 2026](#)

Implementation Date

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology FG3 Footgolf 3

Effective: Fall 2026

Catalog Description:

KIN FG3 - Footgolf 3 1.00 Units

A third semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the ways to kick when on the fairway and when approaching the green. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Recommended Course Preparation: KIN FG2 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Perform a physical warm up and cool down.
- B. Perform exercises and drills for fairway kicks.
- C. Perform exercises and drills for approach to the green kicks.
- D. Apply the correct mechanics used for fairway kicks.
- E. Apply the correct mechanics used for approach kicks.
- F. Compare different techniques use for fairway and approach kicks with backspin, top spin and side spin.
- G. Discuss the concept of spin for fairway and approach kicks.

Course Content:

1. Physical preparation
 1. Warm up
 2. Cool down
2. Footgolf techniques for fairway kicks
 1. Approach to the ball
 2. Plant foot
 3. Plant leg
 4. Kicking leg back swing
 5. Kicking foot
 6. Follow through of kicking leg
 7. Push off of plant foot
3. Footgolf techniques for approach kicks
 1. Approach to the ball
 2. Plant foot
 3. Plant leg
 4. Kicking leg backspin
 5. Kicking foot
 6. Follow through of kicking leg
 7. Push off of plant foot
4. Skill development exercises for fairway kicks
5. Skill development for approach kicks
6. Compare types of kicks
 1. Fairway
 1. Backspin
 2. Topspin
 3. Sidespin
 2. Approach
 1. Backspin
 2. Sidespin
7. Discuss types of drives
 1. Fairway
 1. Backspin
 2. Topspin
 3. Sidespin
 2. Approach
 1. Backspin
 2. Sidespin

Methods of Instruction:

1. Field Trips - Final at Las Positas Golf Club
2. Demonstration - techniques and drills
3. Lecture - Explain concepts, principles, tactics of the sport.

4. Individualized Instruction - Provide one-on-one instruction

Typical Assignments

A. Laboratory:

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the techniques for fairway kicks
3. Perform a variety of kicks from the fairway
4. Participate in drills designed for skill development in the techniques used to approach the green
5. Perform a variety of kicks used to approach the green
6. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

A. Quizzes

1. 1-2 times per semester

B. Class Participation

1. Daily

C. Final Class Performance

1. One time

Student Learning Outcomes

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

- A. Assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

Manual:

1. Oliver, Paul. Federation For International FootGolf Rule book. Federation for International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety

of athletic wear to ensure accessibility..



Course Modification: KIN SI1 - Soccer - Indoor 1

Course Modification: KIN SI1 - Soccer - Indoor 1 (Launched - Implemented 01-14-2025)
 compared with
 KIN SI1 - Soccer - Indoor 1 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content _

1. Proper warm-up for indoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of indoor soccer equipment.
3. Proper skills development and techniques for passing, dribbling, heading, shooting, trapping and receiving for indoor soccer.
4. Offensive techniques skills and strategies for indoor soccer.
5. Defensive techniques skills and strategies for indoor soccer.

Equity Based Curriculum

- Other Materials Required of Students
Address
Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory
Add Assignment
 1. Skills assessment on passing, dribbling, heading, shooting and receiving
 2. Demonstration of individual offensive and defensive skills will be done on a regular basis during the course
 3. Performing course skills such as moving off the soccer ball and creating space

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of KIN SI1, students should be able to demonstrate~~ Demonstrate beginning-level soccer skills.
2. Outcome Text
~~Upon completion of KIN SI1, students should be able to integrate~~ Integrate the rules of the soccer during small and large sided scrimmages.
3. Outcome Text
~~Upon completion of KIN SI1, students should be able to recognize~~ Recognize indoor soccer terminology.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Emergency Online with Flexible In-Person Component (FØ EOFI):** *_ instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Emergency Online with Flexible In-Person Component (FØ EOFI):** *_ instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

For situations where the emergency happens in the middle of the semester.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast
- [_ Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [_ Instructor response time.](#)
- [_ Grade turnaround time.](#)
- [_ Student participation.](#)
- [_ Instructor participation.](#)
- [_ Student rights and responsibilities.](#)
- [_ Student behavior in a DE course.](#)
- [_ Academic Integrity .](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ [Yes](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency -
 Minimum four times per semester
- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
 Minimum four times per semester
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
 Minimum four times per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

~~Minimum four times per semester~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

~~Minimum once per semester~~ Weekly

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

~~Minimum four times per semester~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~Minimum four times per semester~~

- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*

~~Frequency -~~

~~Minimum four times per semester~~

- - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

~~Frequency -~~

~~Minimum four times per semester~~

- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*

~~Frequency -~~

~~Minimum four times per semester~~

- - **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*

~~Frequency -~~

~~Minimum once per semester~~ Weekly

Textbooks/Materials

Textbook

1. **Author(s)** _ [Human Kinetics](#)
Title _ [High Performance Training for Sports](#)
Edition _ [2](#)
Publisher _ [Human Kinetics](#)
Year _ [2022](#)
2. **Author(s)** _ [Barbara A. Bushman](#)
Title _ [Fitness Professionals Handbooks](#)
Edition _ [8](#)
Year _ [2025](#)
3. **Author(s)** Gary Curneen
Title The Modern Soccer Coach: Position-Specific Training
Edition 1
Publisher Bennion Kearny Limited
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)
4. **Author(s)** Tony Strudwick
Title Soccer Science
Edition 1
Publisher _ [Human Kinetics](#)
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)

Other Materials Required of Students

v

1. **Enter Required Material**
Proper indoor soccer equipment including clothes, shoes, safety equipment and soccer ball . [Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.](#)

Codes and Dates

Course Codes

Origination Date

~~11~~ [10](#) / ~~16~~ [22](#) / ~~2020~~ [2024](#)

Parent Course

KIN SI1 - Soccer - Indoor 1

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~02/18/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology SI1 Soccer - Indoor 1

Effective: Fall 2026

Catalog Description:

KIN SI1 - Soccer - Indoor 1 1.00 Units

Students will practice the skills of kicking, passing, trapping and heading necessary for controlled indoor soccer play. Students will discuss and employ basic offensive and defensive strategies and tactics; and put into practice the rules governing soccer.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate safety rules for playing indoor soccer.
- B. Identify the proper equipment for indoor soccer and its usage.
- C. Recognize common terminology and language for indoor soccer.
- D. Generalize differences between offensive and defensive play for indoor soccer.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, trapping and receiving ball in indoor soccer.

Course Content:

1. Proper warm-up for indoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.

2. Use of indoor soccer equipment.
3. Proper skills development and techniques for passing, dribbling, heading, shooting, trapping and receiving for indoor soccer.
4. Offensive techniques skills and strategies for indoor soccer.
5. Defensive techniques skills and strategies for indoor soccer.

Methods of Instruction:

1. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used
2. Lab - Actual hands-on exercises and participation with the soccer ball and with classmates

Typical Assignments

- A. Laboratory:
 1. Skills assessment on passing, dribbling, heading, shooting and receiving
 2. Demonstration of individual offensive and defensive skills will be done on a regular basis during the course
 3. Performing course skills such as moving off the soccer ball and creating space

Methods of Evaluating Student Progress

- A. Class Performance
 1. assessed daily
- B. Class Participation
 1. assessed daily

Student Learning Outcomes

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

- A. Demonstrate beginning-level soccer skills.
- B. Integrate the rules of the soccer during small and large sided scrimmages.
- C. Recognize indoor soccer terminology.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8 ed., Human Kinetics, 2025.
3. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.
4. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper indoor soccer equipment including clothes, shoes, safety equipment and soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..



Course Modification: KIN SI2 - Soccer - Indoor 2

Course Modification: KIN SI2 - Soccer - Indoor 2 (Launched - Implemented 01-14-2025)
 compared with
 KIN SI2 - Soccer - Indoor 2 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lab Hours 54

Inside of Class Hours 54

Course Content

Lecture Content

Lab Content _

1. Technical and tactical application of attacking principles.

1. Penetrating passes
2. Supporting angles
3. Movement off-the-ball
4. Width and depth
5. Switching the point of the attack.

2. Technical and tactical application of defensive principles.

1. Pressure
2. Delay
3. Depth
4. Balance
5. Compactness.

3. Technical instruction on how and why to apply:

1. Receiving
2. Passing
3. Dribbling

Lab Content -

Equity Based Curriculum

- Other Materials Required of Students
Address
Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory
Add Assignment

1. Participate in warm ups.
2. Perform soccer skills in drills and game play.
3. Demonstrate offensive and defensive tactics during game play.
4. Participate in cool-downs.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN SI2, students should be able to demonstrate~~ Demonstrate intermediate-level soccer skills.

Requisites/Requisite Validation

Catalog View Recommended Course Preparation: KIN SI1 with a minimum grade of C .

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- Emergency Fully Online (~~F~~ ~~O~~ ~~E~~ ~~F~~ ~~O~~): ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.~~

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (FO EFO):** *Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.

For situations where the emergency happens in the middle of the semester.

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast .
- Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity .

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.~~
Frequency -
~~Minimum four times per semester~~
- - **Discussion board:** - ~~The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~
Frequency -
~~Minimum four times per semester~~
- - **Feedback on assignments:** - ~~The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~
Frequency -
~~Minimum four times per semester~~
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency
~~Minimum four times per semester~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** Students will be encouraged to email each other to ask questions about the course, including assignments.
Frequency
~~Minimum once per semester~~ Weekly
- **Class discussion board:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.
Frequency
~~Minimum four times per semester~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of

the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency
~~Minimum four times per semester~~
- - ~~**Quizzes, tests/exams:** - Quizzes will be used to make sure students completed assigned material and understood it.~~
Frequency -
~~Minimum four times per semester~~
- - ~~**Practice quizzes, tests/exams:** - Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~
Frequency -
~~Minimum four times per semester~~
- - ~~**Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.~~
Frequency -
~~Minimum four times per semester~~
- - ~~**Video:** - Video will be used to demonstrate procedures and to help students visualize concepts.~~
Frequency -
~~Minimum once per semester~~ Weekly

Textbooks/Materials

Textbook

1. Author(s) _ Human Kinetics
Title _ High Performance Training for Sports
Edition _ 2
Publisher _ Human Kinetics
Year _ 2022
2. Author(s) _ Barbara A. Bushman
Title _ Fitness Professionals Handbook
Edition _ 8
Publisher _ Human Kinetics
Year _ 2025
3. Author(s) Peter Sturgess
Title Futsal: Training, Technique and Tactics
Edition 1
Publisher Bloomsbury Publishing
ISBN-13 _
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

4. **Author(s)** Gary Curneen

Title The Modern Soccer Coach: Position-Specific Training

Edition 1

Publisher Bennion Kearny Limited

ISBN-13 _

Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Other Materials Required of Students

v

1. **Enter Required Material**

Appropriate soccer equipment and attire will be necessary for this course. -

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~11/10/16~~ ~~22/2020~~ 2024

Parent Course

KIN SI2 - Soccer - Indoor 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date -

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology SI2 Soccer - Indoor 2

Effective: Fall 2025

Catalog Description:

KIN SI2 - Soccer - Indoor 2 1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Indoor Soccer 1 (SI1) while participating in both small sided and full sided play.

Recommended Course Preparation: KIN SI1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

Course Content:

1. Technical and tactical application of attacking principles.
 1. Penetrating passes
 2. Supporting angles

3. Movement off-the-ball
 4. Width and depth
 5. Switching the point of the attack.
2. Technical and tactical application of defensive principles.
 1. Pressure
 2. Delay
 3. Depth
 4. Balance
 5. Compactness.
 3. Technical instruction on how and why to apply:
 1. Receiving
 2. Passing
 3. Dribbling

Methods of Instruction:

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - Instructor will present technical, tactical, physiological and psychological components of indoor soccer.

Typical Assignments

- A. Laboratory:
 1. Participate in warm ups.
 2. Perform soccer skills in drills and game play.
 3. Demonstrate offensive and defensive tactics during game play.
 4. Participate in cool-downs.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-3 per semester
- B. Class Participation
 1. assessed daily
- C. Final Performance
 1. one time per semester

Student Learning Outcomes

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

- A. Demonstrate intermediate-level soccer skills.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Peter Sturgess *Futsal: Training, Technique and Tactics*. 1 ed., Bloomsbury Publishing, 2017.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate soccer equipment and attire will be necessary for this course. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .



Course Modification: KIN SO1 - Soccer - Outdoor 1

Course Modification: KIN SO1 - Soccer - Outdoor 1 (Launched - Implemented 01-14-2025)
 compared with
 KIN SO1 - Soccer - Outdoor 1 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content -

1. Proper warm-up for outdoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of outdoor soccer equipment
3. Proper skills development and techniques for passing, dribbling, heading, shooting, receiving the soccer ball
4. Offensive techniques skills and strategies
5. Defensive techniques skills and strategies

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Demonstration

Comments

Actual skills demonstration by instructor and highly skilled class individuals will be used .

Equity Based Curriculum

- Methods of Instruction

Address

Provide diverse methods of instruction to meet various learning styles including demonstration, verbal communication, and hands-on learning

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in appropriate warm up.
2. Perform soccer skills in drills, small-sided or large sided games.
3. Demonstrate knowledge of the rules of soccer.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN 501, students should be able to demonstrate~~ Demonstrate beginning level proficiency in trapping, passing, dribbling, and shooting.

2. Outcome Text

~~Upon completion of KIN 501, students should be able to demonstrate~~ Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Emergency Online with Flexible In-Person Component (FO EOFI):** *Instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency:~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode:~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Emergency Online with Flexible In-Person Component (FO EOFI):** *Instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast

- [_ Modifying assignment time limits for students with accommodations.](#)

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- [_ Instructor response time.](#)
- [_ Grade turnaround time.](#)
- [_ Student participation.](#)
- [_ Instructor participation.](#)
- [_ Student rights and responsibilities.](#)
- [_ Student behavior in a DE course.](#)
- [_ Academic Integrity .](#)

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

If there are any topics you did not choose, use the text box below to explain why. **No** [Yes](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities:*
Frequency -
 Minimum four times per semester
- - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions:*
Frequency -
 Minimum four times per semester
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
 Minimum four times per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency

~~Minimum four times per semester~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency

~~Minimum once per semester~~ Weekly

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency

~~Minimum four times per semester~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~Minimum four times per semester~~

- - **Quizzes, tests/exams:** - ~~Quizzes will be used to make sure students completed assigned material and understood it.~~

Frequency -

~~Minimum four times per semester~~

- - **Practice quizzes, tests/exams:** - ~~Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~

Frequency -

~~Minimum four times per semester~~

- - **Lecture:** - ~~Students will attend or access synchronous or asynchronous lectures on course content.~~

Frequency -

~~Minimum four times per semester~~

- - **Video:** - ~~Video will be used to demonstrate procedures and to help students visualize concepts.~~

Frequency -

~~Minimum once per semester~~ Weekly

Textbooks/Materials

Textbook

1. **Author(s)** _ [Barbara A. Bushman](#)
Title _ [Fitness Professional Handbooks](#)
Edition _ [8th](#)
Publisher _ [Human Kinetics](#)
Year _ [2025](#)
2. **Author(s)** _ [Human Kinetics](#)
Title _ [High Performance Training for Sports](#)
Edition _ [2](#)
Publisher _ [Human Kinetics](#)
Year _ [2022](#)
3. **Author(s)** Tony Strudwick
Title Soccer Science
Edition 1st
Publisher Human Kinetics
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)
4. **Author(s)** Gary Curneen
Title The Modern Soccer Coach: Position-Specific Training
Edition 1
Publisher Bennion Kearny Limited
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)

Codes and Dates

Course Codes

Origination Date

~~11~~ [10](#) / ~~16~~ [22](#) / ~~2020~~ [2024](#)

Parent Course

[KIN SO1 - Soccer - Outdoor 1](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/24/2020~~
- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology SO1

Soccer - Outdoor 1

Effective: Fall 2026

Catalog Description:

KIN SO1 - Soccer - Outdoor 1

1.00 Units

This course will teach students the rules of soccer and the fundamental skills of soccer including passing, receiving, shooting, and dribbling. Students will participate in both small-sided and full-sided play.

Course Grading: Optional

Lab Hours	54
------------------	----

Inside of Class Hours	54
------------------------------	----

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate safety rules for playing outdoor soccer.
- B. Identify the proper equipment for soccer and its usage.
- C. Recognize common terminology and language for soccer.
- D. Generalize differences between offensive and defensive play.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, and receiving the soccer ball.

Course Content:

1. Proper warm-up for outdoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of outdoor soccer equipment

3. Proper skills development and techniques for passing, dribbling, heading, shooting, receiving the soccer ball
4. Offensive techniques skills and strategies
5. Defensive techniques skills and strategies

Methods of Instruction:

1. Classroom Activity - Students will practice soccer skills in drills, small sided and full sided games.
2. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used.

Typical Assignments

- A. Laboratory:
 1. Participate in appropriate warm up.
 2. Perform soccer skills in drills, small-sided or large sided games.
 3. Demonstrate knowledge of the rules of soccer.

Methods of Evaluating Student Progress

- A. Class Participation
 1. assessed daily

Student Learning Outcomes

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

- A. Demonstrate beginning level proficiency in trapping, passing, dribbling, and shooting.
- B. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professional Handbooks*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
3. Tony Strudwick *Soccer Science*. 1st ed., Human Kinetics, 2016.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer attire..



Course Modification: KIN SO2 - Soccer - Outdoor 2

Course Modification: KIN SO2 - Soccer - Outdoor 2 (Launched - Implemented 01-14-2025)
 compared with
 KIN SO2 - Soccer - Outdoor 2 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content _

1. Technical and tactical application of attacking principles.

1. - penetrating passes
2. supporting angles
3. movement off-the-ball
4. width and depth
5. switching the point of the attack.

2. Technical and tactical application of defensive principles.

1. - pressure
2. delay
3. depth
4. - balance
5. compactness.

3. Technical instruction on how and why to apply:

1. receiving
2. passing
3. dribbling

Lab Content -

Equity Based Curriculum

- Methods of Instruction
Address
Provide diverse methods of instruction to meet various learning styles including demonstration, visual aids, verbal communication, and hands-on learning.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups
2. Perform soccer skills in drills and game play
3. Demonstrate offensive and defensive tactics during game play
4. Participate in cool-downs

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN 502, students should be able to demonstrate~~ Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, _ dribbling, and soccer field dimensions.

2. Outcome Text

~~Upon completion of KIN 502, students should be able to evaluate~~ Evaluate, with use of video playback, individuals' soccer technique when demonstrating the:
_ Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking and defensive heading.

3. Outcome Text

~~Upon completion of KIN 502, students should be able to your~~ Your opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and _ strategy that will prepare your team to outwit the opposition.

Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Emergency Online with Flexible In-Person Component (~~FO~~ EOFI):** _ *instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.*

Explain why this course should be offered in Distance Education mode.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

Emergency Delivery Methods

This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Fully Emergency Online with Flexible In-Person Component (FO EOFI):** ~~_ instruction involving regular and effective taught online interaction with that flexible takes in-person place synchronously or asynchronously and is supported by component only materials in and activities delivered through the college's learning management system, and through the use case of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes emergency.~~

Accessibility

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

- _ Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast _
- _ Modifying assignment time limits for students with accommodations.

Syllabus

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply).

- _ Instructor response time.
- _ Grade turnaround time.
- _ Student participation.
- _ Instructor participation.
- _ Student rights and responsibilities.
- _ Student behavior in a DE course.
- _ Academic Integrity .

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

If there are any topics you did not choose, use the text box below to explain why. ~~No~~ Yes

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contact - initiated by the instructor - must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- - **Email:** - ~~The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.~~
Frequency -
~~Minimum four times per semester~~
- - **Discussion board:** - ~~The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~
Frequency -
~~Minimum four times per semester~~
- - **Feedback on assignments:** - ~~The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~
Frequency -
~~Minimum four times per semester~~
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency
~~Minimum four times per semester~~ Weekly

Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

- **Email:** Students will be encouraged to email each other to ask questions about the course, including assignments.
Frequency
~~Minimum once per semester~~ Weekly
- **Class discussion board:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.
Frequency

~~Minimum four times per semester~~ Weekly

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~Minimum four times per semester~~

- - ~~**Quizzes, tests/exams:** - Quizzes will be used to make sure students completed assigned material and understood it.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Practice quizzes, tests/exams:** - Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Video:** - Video will be used to demonstrate procedures and to help students visualize concepts.~~

~~Frequency -~~

~~Minimum once per semester~~

- - ~~**Other:** -~~

~~Frequency -~~

~~One per semester~~ Weekly

Textbooks/Materials

Textbook

1. Author(s) - Barbara A. Bushman
Title - Fitness Professionals Handbooks
Edition - 8th
Year - 2025
2. Author(s) - Human Kinetics
Title - High Performance Training for Sports
Edition - 2nd
Year - 2022
3. Author(s) Brian Sharkey, Steven Gaskill
Title Fitness & Health

Edition 9th

Publisher _ Human Kinetics

ISBN-13 _

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

4. Author(s) Roberty Murray, Larry Kenney

Title Practical Guide to Exercise Physiology

Edition 1st

Publisher _ Human Kinetics

ISBN-13 _

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~11~~ 10 / ~~16~~ 22 / ~~2020~~ 2024

Parent Course

KIN SO2 - Soccer - Outdoor 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

01/14/2025

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Course Outline for Kinesiology SO2

Soccer - Outdoor 2

Effective: Fall 2026

Catalog Description:

KIN SO2 - Soccer - Outdoor 2

1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Soccer - Outdoor 1 (SO1) while participating in both small sided and full sided play.

Recommended Course Preparation: KIN SO1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
------------------	----

Inside of Class Hours	54
------------------------------	----

Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

Course Content:

1. Technical and tactical application of attacking principles.
 1. penetrating passes
 2. supporting angles

3. movement off-the-ball
 4. width and depth
 5. switching the point of the attack.
2. Technical and tactical application of defensive principles.
 1. pressure
 2. delay
 3. depth
 4. balance
 5. compactness.
 3. Technical instruction on how and why to apply:
 1. receiving
 2. passing
 3. dribbling

Methods of Instruction:

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - The instructor will explain offensive and defensive tactics of the sport of soccer

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups
 2. Perform soccer skills in drills and game play
 3. Demonstrate offensive and defensive tactics during game play
 4. Participate in cool-downs

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-3 per semester
- B. Class Participation
 1. assessed daily
- C. Final Performance
 1. one time per semester

Student Learning Outcomes

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

- A. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.
- B. Evaluate, with use of video playback, individuals' soccer technique when demonstrating the: Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking

and defensive heading.

- C. Your opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and strategy that will prepare your team to outwit the opposition.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
3. Brian Sharkey, Steven Gaskill *Fitness & Health*. 9th ed., Human Kinetics, 2019.
4. Roberty Murray, Larry Kenney *Practical Guide to Exercise Physiology*. 1st ed., Human Kinetics, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate soccer equipment and attire will be necessary for this course. .

5.3 Credit for Prior Learning

- MUS 25 Teaching Beginning Piano
- MUS 27 Teaching Intermediate Piano



LAS POSITAS
COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Students must submit a portfolio demonstrating their pedagogical skills. The portfolio should include at least 2 lesson plans and 2 20-40 minute lesson videos demonstrating elementary teaching techniques in rhythm, melody, dynamics, technique, and articulation.

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

Additional Detail (List articulated courses, etc.) No



LAS POSITAS
COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Students must submit a portfolio demonstrating their pedagogical skills. The portfolio should include at least 2 lesson plans and 2 20-40 minute lesson videos demonstrating elementary teaching techniques in rhythm, melody, dynamics, technique, and articulation.

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

Additional Detail (List articulated courses, etc.) No

5.4 Guided Map Modifications

- Mechanical Engineering UC Pathway, AS
- Software Engineering, AS



Guided Map: Mechanical Engineering UC Pathway - Associate of Science Degree

The Associates of Science in Mechanical Engineering UC Pathway degree is offered to prepare students to transfer a school in the University of California system as a Mechanical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Mechanical Engineering degree is intended for transfer to the University of California system. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a CSU or other university not in the UC system as an Mechanical Engineering major, please see the Associates of Science in Civil/Mechanical Engineering.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)	1.0	General Education	
MATH 1	Calculus I	5.0	Major/Required
CHEM 1A	General College Chemistry I	5.0	Major/Required
CS 1	Computing Fundamentals I	4.0	Major/Required
ENGR 1	Introduction to Engineering	2.0	Major/Required

Term 2 - Spring Semester

Units: 18.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required
PHYS 1A	General Physics I	5.0	Major/Required
CHEM 1B	General College Chemistry II	5.0	Major/Required

English Composition (Area 1A)	3.0	General Education
----------------------------------	-----	----------------------

Term 3 - Summer Semester

Units: 6.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Fall Semester

Units: 19.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3 Multivariable Calculus	5.0	Major/Required	
PHYS 1B General Physics II	5.0	Major/Required	
ENGR 35 Statics	3.0	Major/Required	
ENGR 23 Engineering Graphics	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	

Term 5 - Spring Semester

Units: 19.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44 Introduction to Circuit Analysis	4.0	Major/Required	
MATH 5 Ordinary Differential Equations	3.5	Major/Required	
MATH 7 Elementary Linear Algebra	3.5	Major/Required	
PHYS 1C General Physics III	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Total: 79.0



Guided Map: Software Engineering - Associate of Science Degree

The Associates of Science in Software Engineering is offered to prepare students to transfer to a four-year institution as a Software engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in computing, engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on computing and laboratory experiences in their courses allowing them to learn by doing. The LPC Software Engineering degree is intended for transfer. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 2 Computing Fundamentals II	4.0	Major/Required	
ENGR 1 Introduction to Engineering	2.0	Major/Required	
MATH 1 Calculus I	5.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)	3.0	General Education	
MATH 2 Calculus II	5.0	Major/Required	

PHYS 1A	General Physics I	5.0	Major/Required
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education

Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 26	Computational Methods for Engineers and Scientists	3.0	Major/Required
CS 17	Discrete Mathematical Structures	4.0	Major/Required
OR			
MATH 10	Discrete Mathematical Structures	4.0	Major/Required
ENGR 35	Statics	3.0	Major/Required
MATH 3	Multivariable Calculus	5.0	Major/Required

Term 5 - Spring Semester

Units: 15.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required
MATH 5	Ordinary Differential Equations	3.5	Major/Required
PHYS 1C	General Physics III	5.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education

Total: 64.5

5.5 Policies

- New - CCP 1070 Course Approval Elements
- New - CCP 1080 Program Approval Elements
- New - CCP 1090 Program Completion and Graduation Requirements
- Modified - CCP 1040 Associate Degree General Education

CCP 1070 COURSE APPROVAL ELEMENTS

For both new and modified course approvals, the following elements are approved under each category:

Course Outline of Record

Approval of the Course Outline of Record includes approval of the course prefix/subject, course number, course title, catalog description, course content, course objectives, recommended course preparation, methods of evaluation, methods of instruction, grading options, discipline placement, number of times course may be taken for credit, typical assignments, typical textbooks, distance education addendum, and other materials required of students.

Enrollment Limitations

Approval of Enrollment Limitations include prerequisites, corequisites, non-course enrollment limitations, and the criteria used to justify any limitations.

Distance Education (DE)

Approval of Distance Education (DE) includes approval of the method of Distance Education the course can be taught using. Methods include Fully Online (FO), Partially Online (PO), Online with a Flexible In-Person Component (OFI), Emergency Fully Online (EFO), and Emergency Online with Flexible In-Person Component (EOFI).

CSU Transfer

Approval of CSU Transfer includes approval of the course to be considered at the CSU baccalaureate level and count towards the entrance requirements for CSU bound transfer students.

Associate Degree GE

Approval of Associate Degree GE includes approval of the course to satisfy one or more areas of the Las Positas College Associate Degree General Education (GE) pattern. Areas of GE and criteria for approval are listed in CCP 1040.

Credit for Prior Learning

Approval of Credit for Prior Learning (CPL) includes approval for students to earn credit for the course using a method of CPL. Types of CPL and the criteria for approval are listed in CCP 1050.

Adopted: March X, 2025

DRAFT

CCP 1080 PROGRAM APPROVAL ELEMENTS

Program Narrative

For both new and modified program approvals, the program narrative elements defined in the Program and Course Approval Handbook (PCH) are

Local Program Need

Approval of a program narrative when the program goal is Local Program Need includes the statement of program goals and objectives, catalog description, enrollment and completer projections, master planning, place of program in curriculum/similar programs, and similar programs at other colleges in service area.

Career Technical Education (CTE)

Approval of a program narrative when the program goal is CTE includes the statement of program goals and objectives, catalog description, enrollment and completer projections, career opportunities, master planning, place of program in curriculum/similar programs, and similar programs at other colleges in service area.

Transfer

Approval of a program narrative when the program goal is Transfer includes the statement of program goals and objectives and catalog description.

Program Requirements

For programs with a goal of transfer, the program requirements are approved separately from the narrative.

Guided Map

The program guided map includes the suggested semesters major, general education, and elective courses are taken to complete a program.

Adopted: March X, 2025

CCP 1090 PROGRAM COMPLETION REQUIREMENTS

Associate Degree

The Associate Degree is conferred upon students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. As part of the 60 or more units, students must complete the Las Positas College Associate Degree General Education (ADGE) pattern. Instead of following the ADGE pattern, students may earn the degree by following the California General Education Transfer Curriculum (Cal-GETC) pattern, but this may require students to take more overall units to earn the degree. All courses for the major or area of emphasis must be completed with a grade of "C" (or "P") or better.

Associate Degree for Transfer

The Associate Degree for Transfer is conferred upon students who complete the 60 semester units of the degree pattern that are eligible for transfer to the California State University with a grade-point average of 2.0 or better of which 12 units must be earned at Las Positas College. As part of the 60 units students must complete the Cal-GETC general education pattern. All courses for the major or area of emphasis must be completed with a grade of "C" (or "P") or better.

Certificate of Achievement

The Certificate of Achievement is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better and complete at least 50% of the program requirements at Las Positas College (or Chabot College).

Certificate of Accomplishment

The Certificate of Accomplishment is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better and completes at least 50% of the program requirements at Las Positas College (or Chabot College).

Certificate of Competency

The Certificate of Competency is conferred upon students who successfully complete at least the capstone course for the certificate with a grade of "C" (or "P") or better.

Certificate of Completion

The Certificate of Completion is conferred upon students who successfully complete the required courses for the certificate with a grade of "C" (or "P") or better.

Adopted: March XX, 2025

DRAFT

CCP 1040 ASSOCIATE DEGREE GENERAL EDUCATION

General education is a significant part of the program of studies in American colleges and universities. The term *general education* refers to a program of studies intended to broaden students' minds and enrich their personal, social, and cultural understanding through exposure to a breadth of academic disciplines. Students develop skills and aptitudes that prepare them to contribute to and participate in society and the democratic process.

Las Positas College Associate Degree General Education Pattern

Area 1: English Composition, Oral Communication, and Critical Thinking

Area 1A: English Composition (3 semester units)

Area 1B: Oral Communication and Critical Thinking (3 semester units)

Area 2: Mathematical Concepts and Quantitative Reasoning (3 semester units)

Area 3: Arts and Humanities (3 semester units)

Area 4: Social and Behavioral Sciences (3 semester units)

Area 5: Natural Sciences (3 semester units)

Area 6: Ethnic Studies (3 semester units)

Area 7: Kinesiology (1 semester unit)

Area 8: Health (3 semester units – AA Requirement Only)

Area 9: American Institutions (3 semester units – AA Requirement Only)

Option 1: Courses satisfying Areas 1 and 2 must be completed with a grade of "C" (or "P") or higher.

Option 2: Courses satisfying Areas 1A, 1B, and 2 must be completed with a grade of "C" (or "P") or higher.

Option 3: Courses satisfying Areas 1 through 6 must be completed with a grade of "C" (or "P") or higher.

Courses that fulfill an Area shall satisfy the following standards:

Area 1A: English Composition

Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing. Courses in English Composition should

require that students demonstrate reading comprehension for a range of college-level texts, write essays demonstrating college-level reasoning and organization in academic prose, and apply basic research skills in written form.

Area 1B: Oral Communication and Critical Thinking

Courses fulfilling this requirement must be baccalaureate-level and may include oral communication and critical thinking courses.

Courses in Oral Communication are designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include faculty-supervised, faculty-evaluated oral presentations in the presence of others (physically or virtually).

Courses in Critical Thinking should require that students analyze, synthesize and evaluate academic and cultural texts, write complex argumentative essays, demonstrate critical thinking skills in class discussion and in writing, and use appropriate research techniques to produce an acceptable research paper.

Area 2: Mathematical Concepts and Quantitative Reasoning

Courses fulfilling this requirement must be at least college-level and may include mathematics or quantitative reasoning courses, including logic, statistics, computer languages, and related disciplines.

Area 3: Arts and Humanities

Courses in the arts and humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation and develop students' aesthetic understandings and abilities to make value judgments.

Through completing courses in this area, students will do the following:

- gain an awareness and appreciation of traditional creative disciplines, such as the visual arts, music, literature, film, and performative arts.
- increase the awareness and understanding of philosophical thought, spiritual values, mythological lessons, political and social institutions, and foreign languages.
- employ critical thinking, investigative methods, and personal reflection to create and shape value judgments based on expanded perspectives provided by these subjects

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

Area 4: Social and Behavioral Sciences

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about how people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate.

Through completing courses in this area, students will do the following:

- gain a broad understanding of the historic foundations of social change, intellectual ideas, and various cultural practices that shape the contemporary human social world
- develop global consciousness and multicultural awareness by appreciating the contributions of all people, especially those of historically underrepresented backgrounds
- analyze problems and issues using the respective disciplinary principles, methodologies, value systems, and ethics of social and behavioral sciences.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography,

economics, history, political science, psychology, sociology, women's studies, and related disciplines.

Area 5: Natural Sciences (3 semester units)

Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities.

Courses fulfilling this requirement may include introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics, and other scientific disciplines.

Area 6: Ethnic Studies

Courses in ethnic studies examine the diverse histories, current issues, and unique lived experiences of major American racial and ethnic groups along with the intersectionality of racial and ethnic identities with other forms of social identity in the social, cultural, and political contexts.

Courses in this area require students to do the following:

- critically examine and articulate concepts of ethnic studies
- apply theory and knowledge produced by one of the major American racial and ethnic groups.
- critically analyze the concept of intersectionality.
- examine issues facing main ethnic groups in the relevant structural contexts.

Courses fulfilling this requirement may include baccalaureate-level courses in the four autonomous disciplines within Ethnic Studies: Black Studies; African American Studies; Africana Studies; Native American Studies; Chicano/a/x Studies; Latino/a/x Studies/La Raza Studies; and Asian American Studies.

Area 7: Kinesiology

Courses in Kinesiology require students to develop an awareness of the importance of a healthy lifestyle through physical activity, focus on the

development of overall well-being through physical activity, and incorporate key principles of healthy lifestyle and physical activity to enhance quality of life.

Courses in Kinesiology include a variety of physical activity and dance courses.

Area 8: Health (AA Requirement Only)

Courses in Health require students to learn health and wellness concepts, critically evaluate scientifically derived knowledge about health, identify methods for -and challenges of- maintaining a healthy lifestyle, describe relationships of personal, community, and global health issues.

Courses in Health include health, early childhood education, psychology, nutrition, kinesiology and related disciplines.

Area 9: American Institutions (AA Requirement Only)

Courses in this area fulfill the CSU U.S. History, Constitution, and American Ideals graduation requirement which calls for study in 3 areas:

- The historical development of American institutions and ideals (Area US-1).
- The Constitution of the United States and the operation of representative democratic government under the Constitution (Area US-2).
- The process of California state and local government (Area US-3).

Adopted: October 7, 2024, Revised March XX, 2025