

AGENDA
College Senate Meeting

March 11, 2009

Room E-500

2:15 p.m.

- I. Approval of Minutes --- February 11, 2009**
- II. Report from the Chairperson**
- III. New Initiative to Increase Student Employment on Campus**
Presented by **Claudia Baldonedo, Adult & Continuing Education**
- IV. Curriculum Committee Report**
Revised Course Proposal – Department of Education & Language Acquisition
ESR098, ESL III For Selected Readers
New Course Proposals – Department of Education & Language Acquisition
ELV105, Bengali For Heritage Students
ELV201, Modern Bengali Literature
Revisions to Liberal Arts: Social Sciences & Humanities Curriculum
Presented by **Dr. Cecilia Macheski, Chairperson of the Curriculum Committee**
- V. Senate Website**
- VI. Senate Committees**
- VII. Old Business**
- VIII. New Business**
- IX. Adjournment**

Light Refreshments will be served.

COURSE PROPOSAL FORM

TYPE OF PROPOSAL
<input checked="" type="checkbox"/> PERMANENT <input type="checkbox"/> EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education & Language Acquisition
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	None
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COURSE TITLE: <small>(maximum 50 characters and spaces)</small>	ESL III For Selected Readers
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COURSE ABBREVIATION: <small>(maximum 20 characters and spaces)</small>	ESL 3 Select Readers
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COURSE NUMBER: <small>Contact Registrar's Office for designated course number.</small>	ESR 098
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input type="checkbox"/> NEW <input checked="" type="checkbox"/> REVISED
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CREDITS	0
PER WEEK:	
CLASSROOM HOURS	6.0
LAB HOURS	2.0
STUDENT HOURS	8.0
FACULTY HOURS	6.0

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input checked="" type="checkbox"/> TITLE CHANGE
<input checked="" type="checkbox"/> CATALOG DESCRIPTION
<input checked="" type="checkbox"/> NUMBER OF CREDITS
<input checked="" type="checkbox"/> NUMBER OF HOURS
<input checked="" type="checkbox"/> PREREQUISITES
<input checked="" type="checkbox"/> COREQUISITES
<input checked="" type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input checked="" type="checkbox"/> PERFORMANCE OBJECTIVES
<input checked="" type="checkbox"/> GRADING STANDARDS
<input checked="" type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input checked="" type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This is an accelerated course which focuses on expository writing and critical reading skills for the non-native speaker of English and is open only to those students who achieve a predetermined level based on the reading placement test. Oral presentations and/or themes will follow the discussion of reading selections used to improve students' ability to think critically. These selections and the students' compositions will be used for grammar and vocabulary instruction.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

Entering students who place into ESL 098 on the basis of their writing, and place into CSE 099 or have passed the reading placement test.

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

None

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

Closed to those students for whom it is not required and to students who are not first-semester students

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

ESL sequence

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

Spring and Fall 1982

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

This course is only open to new students who place at the ESL 098 level and who either place into CSE 099 or have a passing score on the Compass Reading test.

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	None	None	None
Writing (e.g., none, ENA099):	None	None	None
Mathematics (e.g., none, MAT096):	None	None	None
ESL (e.g., none, ESL097, ESL098):	None	None	None

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

Additional Pre/Pre-Co/Corequisites:

Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

Only open to new students.

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Fall 12 week session 2009	25

How many times per year will this course be offered?	Estimated # of students per year:
8	200

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
In-class essays and summaries	40%
Quizzes	10%
Class and lab participation	10%
Midterm essay	10%
Final essay	30%
TOTAL	100%

Provide a rationale for the proposed course or course revisions.
The course has been updated; The number of lab hours has been reduced from four to two per week based on a survey of faculty teaching the course.

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
N/A

Indicate if the course is being developed for a grant. If so, provide relevant details.
N/A

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
familiarize..
introduce..
provide the student with..
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Expand vocabulary by developing dictionary skills, and familiarize students with homonyms and other common troublesome words.
2. Introduce and reinforce basic sentence patterns in written contexts.
3. Review the simple tenses and introduce and practice the perfect tenses in written work.
4. Expose students to college-level reading selections to provide topic for analysis (content, main idea, supporting details and language) and themes for written presentations.
5. Familiarize students with a critical approach to reading and writing (recognizing fact and opinion, drawing inference, interpreting and extrapolating information from a reading, paraphrasing and the preparation of summaries.)
6. Encourage the development of compositional skills through discussion, group work, pre-writing and/or free-writing activities that focus on content as well as grammar, syntax and vocabulary to achieve clarity of expression and a logical

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Check the pronunciation and meaning of words in a dictionary and locate homonyms and synonyms in a dictionary.
2. Use basic sentence patterns in written contexts.
3. Use the simple tenses and the perfect tenses in written work.
4. Write themes in reaction to ideas generated by readings or discussions to demonstrate the ability to pursue a train of thought in a logical, clear and cohesive manner.
5. Prepare summaries showing the ability to interpret and extrapolate information.
6. Use group work to locate and correct errors in form (grammar/syntax/vocabulary) and content (logic and organization or ideas) in one's own compositions as well as those of peers.

INSTRUCTIONAL OBJECTIVES (CONTINUED):

progression of ideas.

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

- In class topic for diagnostic purposes
- Review of basic sentence patterns and simple tenses
- Forms and conventions for written and oral assignments
- Dictionary skills (pronunciation symbols, word forms, prefixes, definitions)
- Quiz

Week 2

- Present perfect tense
- Non-fiction analysis: Comprehension, organization, development
- Pre-writing activities: selection of a theme, topic sentence, supporting details, conclusion
- Continuation of dictionary work (homonyms, and other troublesome words)
- Out-of-class topic

Week 3

- Past perfect tense/perfect modals
- Editing skills development: form (grammar, vocabulary, syntax, mechanics) and content (logic, clarity, relevance, organization)

Week 4

- Fictional analysis: Plot, characters, setting
- Strategies for organizing written presentations
- Paraphrasing and summaries (written)
- In-class preparation of a summary

COURSE OUTLINE: (CONTINUED)

Week 5

- Midterm examination: A 250-word in-class theme
- Written summary of a short reading
-

Week 6

- Editing workshop

Week 7

- Discussion of novel assigned for outside reading
- Write first draft in class of topic related to novel
- Out-of-class final draft

Week 8

- Editing workshop using homework topics
- Reading selection and discussion
- Pre-writing activities
- Out-of-class theme

Week 9

- Group work: peer critiquing of topics: content-focused
- Editing workshop: form (grammar, etc.)-focused
- Reading selection and discussion
- Pre-writing activities to prepare for a summary of a topic

Week 10

- Reading selection with discussion
- Pre-writing activities: development of a topic followed by a written first draft
- Final draft written at home

Week 11

- Reading selection with discussion
- Summary of reading selection--written

COURSE OUTLINE (CONTINUED):

Week 12
-Editing review
-Grammar review

Week 13
Final Exam
1-grammar/vocabulary
2-in-class theme

COURSE OUTLINE (CONTINUED):

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Murphy, Raymond
TITLE:	Grammar in Use (with answers)
EDITION:	2nd
PUBLISHER:	Cambridge UP
DATE:	2000
ISBN:	9780521528764
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	Tam, Amy
TITLE:	The Kitchen God's Wife
EDITION:	
PUBLISHER:	Vintage
DATE:	1993
ISBN:	9780143038108
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Chevalier, Tracy
TITLE:	Girl With a Pearl Earring
EDITION:	
PUBLISHER:	Plume
DATE:	2001
ISBN:	9780452287020
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Auster, Paul
TITLE:	I Thought My Father Was a God
EDITION:	
PUBLISHER:	Picador
DATE:	2002
ISBN:	9780312421007
STATUS: (Check one)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Louise Fluk
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**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	The Kitchen God's Wife (Playaway)
DISTRIBUTOR	Findaway World
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Girl With a Pearl Earring (DVD)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Girl With a Pearl Earring (Audio CDs)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	I Thought My Father Was God (Audio Cassettes/CDs)
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
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Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
24

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
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SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

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TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
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TYPE PROPOSER'S NAME & OBTAIN INITIALS	Rick Henry
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APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Rick Henry	ELA	Dec 11, 2008

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMMITEE(S)	DEPARTMENT(S)	DATE
J. Michalonek	ELA	Dec 11, 2008

DEPT'L. REPRESENTATIVE(S) TO COLLEGE- WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
J. Michalonek	ELA	Dec 11, 2008

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	ELA	Dec 11,2008

COURSE PROPOSAL FORM

TYPE OF PROPOSAL
<input type="checkbox"/> PERMANENT <input checked="" type="checkbox"/> EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
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SECOND DEPARTMENT FOR JOINT PROPOSAL:	
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COURSE TITLE: <small>(maximum 50 characters and spaces)</small>	Modern Bengali Literature
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COURSE ABBREVIATION: <small>(maximum 20 characters and spaces)</small>	Modern Bengali Lit
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COURSE NUMBER: Contact Registrar's Office for designated course number.	ELV201
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
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CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	
STUDENT HOURS	
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course will familiarize students with modern Bengali literature through selected readings from various genres. Representative authors from West Bengal and Bangladesh will be studied. This course is taught in Bengali.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

None

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting pre- co-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting pre- co-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

None

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

Exemption Exam

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):	None		
Writing (e.g., none, ENA099):	None		
Mathematics (e.g., none, MAT096):	None		
ESL (e.g., none, ESL097, ESL098):	None		

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites
None		

Additional Pre/Pre-Co/Corequisites:

Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

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This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 1 2009	28

How many times per year will this course be offered?	Estimated # of students per year:
2	56

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Midterm exam	25
Final exam	30
Oral presentation	10
Quizzes (3 @ 5 pts. each)	15
Writing assignments (2 X 10)	20
TOTAL	100%

Provide a rationale for the proposed course or course revisions.
This course provides an opportunity for students to become familiar with Bengali literature produced in West Bengal and Bangladesh and the socio-cultural context influencing that literature.

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
None

Indicate if the course is being developed for a grant. If so, provide relevant details.
No

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

enable..
familiarize..
introduce..
provide the student with..
reinforce..

List of instructional objectives:

During this course, the instructor expects to:

1. Familiarize students with major traditions of modern Bengali literature and the socio-cultural factors that influencing them
2. Introduce students to major genres of Bengali literature
3. Familiarize students with literary texts from the
4. Introduce students to major stylistic and thematic characteristics of various literary movements representative of modern Bengali literature
5. Familiarize students with similarities and differences among various periods of modern Bengali literary expression

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

analyze..	identify..
compare and contrast..	illustrate..
compute..	interpret..
define..	locate..
describe..	prepare..
draw..	solve..
explain..	write..

List of performance objectives:

At the conclusion of this course, students will be able to:

1. Identify major traditions of modern Bengali literature and explain them within a socio-cultural context
2. Identify and illustrate major genres of modern Bengali literature
3. Identify and describe characteristics of
4. Analyze various literary texts to highlight their major stylistic and thematic characteristics
5. Compare and contrast major stylistic and thematic similarities and differences among various periods of modern Bengali literary expression

INSTRUCTIONAL OBJECTIVES (CONTINUED):

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PERFORMANCE OBJECTIVES (CONTINUED):

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COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Week 1

Introduction and Overview of Bengali literature

Weeks 2-4

Representative authors of the novel
Humayun Kabir Dhali, mon shudu, mon chuyesay
Atin Bandyopadhyay, Pancasati galpa
Sanjeev Chattopadhyay, Svetapatharera tebila
Sirshendu Mukhopadhyay, Bhalabasa

Week 5-6

Representative authors of the short story
Humayun Ahmed, Galpa Samagra
Suchita Bhattacharya, Bukera katha
Mahasveta Devi, Mahasveta Debira pancasati galpa
Buddhadeb Guha, Rbhu, Vol. 3

Week 7-8

Representative poets
Shamsur Rahman, Samasur Rahamanera sreshhtha kabita
Joy Goswami, Ma nishada
Subhas Mukhopadhyay, Subhasa
Mukhopadhyayera srestha kabita
Nirmalendu Goon, Nirbacita
Sankha Ghosh, Jarnala

Week 9-10

Representative playwrights and film directors
Roy Manmatha, "Lalan Fakir"
Munier Chowdhury, "Kabar" (One act plays)
Humayun Ahmed, Agunera Parasamani
Satyajit Ray, Pather Panchali

COURSE OUTLINE: (CONTINUED)

Week 11-12

Women authors
Selina Hossain, Nirbacita galpa
Bani Basu, Sera baro
Nabaneeta Dev Sen, Nati Nabanita

Week 13

Final Examination

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)

AUTHOR(S):	Joy Goswami
TITLE:	Ma nishada
EDITION:	
PUBLISHER:	Ananda Pabalisarsa
DATE:	1999
ISBN:	817259463
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Atin Bandyopadhyay
TITLE:	Pancasati galpa
EDITION:	
PUBLISHER:	Ananda Pabalisarsa
DATE:	1999
ISBN:	8172158874
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	Selina Hossain
TITLE:	Nirbacita galpa
EDITION:	
PUBLISHER:	Aphasara Bradarsa
DATE:	1997
ISBN:	LCCN2001358867
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
 (Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
 (Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Louise Fluk
--	-------------

#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)

TITLE:	Namesake
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input checked="" type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	Agunera Parasamani Director. Humayun Ahmed
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	Nayak: The Hero (DVD) Director: Satyajit Ray
DISTRIBUTOR	moviesunlimited.com
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
20

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Max Rodriguez
---	---------------

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Max Rodriguez	Education and Language Acquisition	December 3, 2008

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITEE(S)	DEPARTMENT(S)	DATE
J. Michalonek	Education and Language Acquisition	December 3, 2008

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
J. Michalonek	Education and Language Acquisition	December 3, 2008

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	December 3, 2008

COURSE PROPOSAL FORM

TYPE OF PROPOSAL
<input checked="" type="checkbox"/> PERMANENT <input type="checkbox"/> EXPERIMENTAL

For office use only:
CCC
SENATE
CHANCELLOR

PROPOSING DEPARTMENT:	Education and Language Acquisition
------------------------------	------------------------------------

SECOND DEPARTMENT FOR JOINT PROPOSAL:	
--	--

COURSE TITLE: <small>(maximum 50 characters and spaces)</small>	Bengali for Heritage Students
---	-------------------------------

COURSE ABBREVIATION: <small>(maximum 20 characters and spaces)</small>	Bengali Heritage St
--	---------------------

COURSE NUMBER: <small>Contact Registrar's Office for designated course number.</small>	ELV105
TYPE NAME OF REGISTRAR CONTACT & GET INITIALS	Thomas Murasso

COURSE STATUS:	<input checked="" type="checkbox"/> NEW <input type="checkbox"/> REVISED
-----------------------	---

CREDITS	3
PER WEEK:	
CLASSROOM HOURS	3
LAB HOURS	1
STUDENT HOURS	4
FACULTY HOURS	3

DO THE LAB HOURS REPRESENT FACULTY CONTACT HOURS?
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

IF THIS IS A REVISED COURSE, CHECK OFF ALL ITEMS BELOW THAT HAVE BEEN CHANGED:
<input type="checkbox"/> TITLE CHANGE
<input type="checkbox"/> CATALOG DESCRIPTION
<input type="checkbox"/> NUMBER OF CREDITS
<input type="checkbox"/> NUMBER OF HOURS
<input type="checkbox"/> PREREQUISITES
<input type="checkbox"/> COREQUISITES
<input type="checkbox"/> INSTRUCTIONAL OBJECTIVES
<input type="checkbox"/> PERFORMANCE OBJECTIVES
<input type="checkbox"/> GRADING STANDARDS
<input type="checkbox"/> LIBRARY ARTICULATION
<input type="checkbox"/> COMPUTER SOFTWARE ARTICULATION
<input type="checkbox"/> TOPICAL OUTLINE
<input type="checkbox"/> OTHER
Please specify:

IF THE CLASSROOM HOURS & THE NUMBER OF CREDITS ARE NOT IDENTICAL, EXPLAIN THE DIFFERENCE BELOW:

URBAN STUDIES
<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO

LIBERAL ARTS
<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

CATALOG DESCRIPTION: (maximum of 500 characters and spaces)

The catalog description should provide students with a description of the course content and methodology. The reading level of the description should be designed for our student population. Also, since catalog descriptions will be used by other colleges as a basis for granting transfer credits, the description should provide adequate information to guide other colleges in their deliberations.

This course is designed to enable heritage speakers of Bengali to enhance their reading and writing competence through a review of grammar and usage, basic composition strategies and analysis of primary material in the language. This course is taught in Bengali.

Course is Required for:
(e.g., students in the Occupational Therapy Program)

None

Course is Elective for:
(e.g., students meeting the pre / pre-co / corequisites)

All students meeting pre- co-requisites

Course is Closed to:
(e.g., all students not meeting the pre / pre-co / corequisites)

All students not meeting pre- co-requisites

This Course Replaces:
(If it is not a replacement course, write "none".)

None

This course is part of the following curriculum (program), option, career pattern, cluster, and/or sequence.

None

Was this course offered experimentally?

- YES
 NO

If offered experimentally, indicate when:

PRE/PRE-CO/COREQUISITES:

In determining these requirements, please consider the skills (i.e. reading level, writing level, mathematical ability) the student must possess in order to meet the performance objectives. If any minimum competencies are being waived, explain why they are not required.

Exemption Exam

Basic skills and/or ESL	Prerequisites	Pre/Corequisites	Corequisites
Reading (e.g., none, CSE095):		CSE095	
Writing (e.g., none, ENA099):		ENG098	
Mathematics (e.g., none, MAT096):	None		
ESL (e.g., none, ESL097, ESL098):		ESL097	

College-Level Course Prerequisites: List the highest college-level prerequisites within each discipline. Do not include embedded prerequisites for courses in this list – e.g., if ENG102 is a prerequisite, do not list ENG101.

Prerequisites	Pre/Corequisites	Corequisites

Additional Pre/Pre-Co/Corequisites:

Specify pre/pre-co/corequisite, e.g., Prerequisite EMT Certification; Prerequisite CPR Certification, etc.

--

This course will first be offered in: (e.g., Fall 12 week Session 2003)	Proposed maximum class size:
Spring 1 2009	21

How many times per year will this course be offered?	Estimated # of students per year:
2	42

Subsequent to the first offering, this course will be offered in the following sessions: (check all that apply)	
<input checked="" type="checkbox"/> FALL 12 Weeks	<input type="checkbox"/> FALL 6 Weeks
<input checked="" type="checkbox"/> SPRING 12 Weeks	<input type="checkbox"/> SPRING 6 Weeks

Grading Standards: Describe how you will assess the work of students in this class. Please be specific when describing types of assessment tools. Please note that the total of all categories (assignments, exams, oral presentations, research papers, etc.) must be 100%. If appropriate, list the number and percentage value of each type of assessment. For example: 3 written quizzes at 10% each = 30%.	
CATEGORY	%
Midterm exam	20
Final exam	30
Writing assignments (2 @ 10 pts.)	20
Quizzes (4 @ 5 points)	20
In-class work	10
TOTAL	100%

Provide a rationale for the proposed course or course revisions.
This course provides an opportunity for heritage speakers of Bengali to enhance their reading and writing competence in the language.

Provide information about any government, legal, industrial, and professional requirements or vocational objectives, for which the course is designed.
None

Indicate if the course is being developed for a grant. If so, provide relevant details.
No

INSTRUCTIONAL OBJECTIVES:

These objectives should focus on the goals of the proposed course, that is, what the instructor expects to achieve. The instructional objectives must be part of the course outline distributed to students at the beginning of each session. Some examples of beginning phrases which may be used for an instructional objective follow.

During this course, the instructor expects to:

- enable..
- familiarize..
- introduce..
- provide the student with..
- reinforce..

List of instructional objectives:
During this course, the instructor expects to:

1. Reinforce or introduce students to Bengali script
2. Familiarize students with Bengali grammar and usage
3. Provide students with many opportunities to write in Bengali
4. Enable students to read modern Bengali texts
5. Continue to familiarize students with cultural expressions of Bengali-speaking people

PERFORMANCE OBJECTIVES:

These objectives describe, in behavioral terms, what the students should be able to do at the end of the course. Your performance objectives must be part of your course outline and should parallel, if possible, your instructional objectives. Some examples of beginning phrases which may be used for a performance objective follow:

At the conclusion of this course students will be able to:

- | | |
|------------------------|--------------|
| analyze.. | identify.. |
| compare and contrast.. | illustrate.. |
| compute.. | interpret.. |
| define.. | locate.. |
| describe.. | prepare.. |
| draw.. | solve.. |
| explain.. | write.. |

List of performance objectives:
At the conclusion of this course, students will be able to:

1. Use the Bengali writing system
2. Describe the characteristics of Bengali grammar and use it correctly
3. Write short compositions in Bengali on a topic selected by the instructor or students
4. Read modern Bengali texts
5. Describe selected cultural expressions of Bengali-speaking people

INSTRUCTIONAL OBJECTIVES (CONTINUED):

PERFORMANCE OBJECTIVES (CONTINUED):

COURSE OUTLINE:

Provide a weekly, topical outline that will be used to guide instructors in teaching this course. The weekly topical outline should delineate 12 weeks of instruction and the thirteenth week should be labeled "Final Exam." If a course is designed for 6-week sessions only, the outline should delineate 6 weeks of instruction and the seventh week should be labeled "Final Exam."

Weeks 1-2

Overview

Review/Introduction of Bengali script

Diacritic symbols or hôshonto

Using a Bengali dictionary

Week 3

Diaglossia and Dialects

Standard Colloquial Bengali or Cholitobhasha

Formal Written Bengali or Shadhubhasha

Vocabulary Origins

Totshomo (Sanskrit Reborrowings)

Tôdbhôto (Native)

Bideshi (Foreign Borrowings)

Week 4

Nouns

Gender, number, case

Sentence structure

Week 5

Formal and Informal Pronouns

Personal, possessive, demonstrative

Sentence structure

Week 6-7

Finite and Non-finite Verbs

Present, past, future

Mood

Negation in the present

Interrogative form

Midterm Exam

Week 8

Adjectives and Adverbs

as modifiers

COURSE OUTLINE: (CONTINUED)

Adjectival and adverbial clauses

Paragraph structure

Week 9-10

Syntax

Postpositions

Determiners

Yes-No Questions

Composition Strategies

Week 11-12

Composition Strategies

Review

Week 13

Final Exam

COURSE OUTLINE (CONTINUED):

COURSE OUTLINE (CONTINUED):

LIBRARY/FACILITIES ARTICULATION

Please give author, title, edition, publisher and date for each book; title and publisher for each periodical title. Provide ISBN or ISSN if easily accessible. For media items, include distributor. After each item, indicate the status as follows: in collection (IC), on order (O/O), or recommended for purchase (R).

#1 TEXTBOOK(S): (Text on tape will be ordered if available.) (Specify STATUS at end of each entry.)	
AUTHOR(S):	Hanne-Ruth Thompson
TITLE:	Comprehensive Bengali Grammar
EDITION:	
PUBLISHER:	Routledge
DATE:	2009
ISBN:	978-0-415-41139-4
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	Saliendra, Biswas
TITLE:	Samsad Bengali-English Dictionairy
EDITION:	3rd
PUBLISHER:	Sahitya Samsad
DATE:	2000
ISBN:	13-978-0781803724
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE: (Specify STATUS at end of each entry.)	
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input checked="" type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> O/O <input type="checkbox"/> R

#2 ADDITIONAL BOOKS TO SUPPORT THIS COURSE (Continued)
(Specify STATUS at the end of each entry.)

AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
AUTHOR(S):	
TITLE:	
EDITION:	
PUBLISHER:	
DATE:	
ISBN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

Append additional page if necessary.

#3 SERIALS: (newspapers, magazines, journals, yearbooks)
(Specify STATUS at the end of each entry.)

Note that the Library will not be able to subscribe to many new serials. However, the articles from more and more periodicals appear in the Library's electronic full-text databases.

SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
SERIAL TITLE:	
PUBLISHER:	
ISSN:	
STATUS: (Check one)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R

TYPE LIBRARY LIASON'S NAME AND OBTAIN INITIALS (#1-3)	Louise Fluk
--	-------------

**#4 MEDIA ITEMS: (films, videos, cassettes, CDs, DVDs, slide sets, filmstrips, etc.)
(Specify STATUS at the end of each entry.)**

TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input checked="" type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
TITLE:	
DISTRIBUTOR	
STATUS: (CHECK ONE)	<input type="checkbox"/> IC <input type="checkbox"/> 0/0 <input type="checkbox"/> R
Append additional page if necessary.	

TYPE MEDIA LIAISON'S NAME & OBTAIN INITIALS	Albert Neal
--	-------------

Provide the mean or median enrollment in courses offered by the department or program during the last term for which data is available.
20

INFORMATION LITERACY:
The proposer and the library faculty have collaborated on plans for the above listed (and other) resources to be used in activities designed to increase student information literacy.

TYPE NAME OF LIBRARY FACULTY & OBTAIN INITIALS	Louise Fluk
---	-------------

SOFTWARE/HARDWARE REQUIREMENTS: (e.g., commercial application package, microcomputer or other special facilities required)

--

TYPE NAME OF DIRECTOR OF INSTRUCTIONAL SERVICES & OBTAIN INITIALS (only if applicable)	
---	--

TYPE PROPOSER'S NAME & OBTAIN INITIALS	Max Rodriguez
---	---------------

APPROVAL PAGE:

For all items below, type in the faculty and department names and obtain the initials for each person listed.

PROPOSER (S)	DEPARTMENT(S)	DATE
Max Rodriguez	Education and Language Acquisition	November 20, 2008

CHAIRPERSON(S) OF DEPT. CURRICULUM COMMITTEE(S)	DEPARTMENT(S)	DATE
J. Michalonek	Education and Language Acquisition	November 20, 2008

DEPT'L. REPRESENTATIVE(S) TO COLLEGE-WIDE CURRICULUM COMMITTEE	DEPARTMENT(S)	DATE
J. Michalonek	Education and Language Acquisition	November 20, 2008

DEPARTMENT CHAIRPERSON(S)	DEPARTMENT(S)	DATE
Jack Gantzer	Education and Language Acquisition	November 20, 2008

To: College Curriculum Committee
From: The Liberal Arts Chairpersons*
Date: March 10, 2009
Re: Changes in the Liberal Arts: Social Sciences and Humanities Curriculum

The Liberal Arts Departments at LaGuardia Community College have agreed to the attached changes in the Liberal Arts: Social Sciences and Humanities Curriculum.

* Dr. Sandra Dickinson, Humanities

Dr. Ann Feibel, NAS

Dr. Jack Gantzer, ELA

Dr. Kamal Hajallie, MEC

Dr. Sandra Hanson, English

Dr. Lily Shohat, Social Sciences

Summary of Changes in Core Requirement
Liberal Arts: Social Sciences and Humanities Curriculum: AA Degree

Natural and Applied Sciences/Mathematics: 7 credits

“Lab Science Elective” has been replaced with a choice between Principles of Biology SCB115 and Foundations of Chemistry SCC210 and the number of credits in this area has been changed from 6 to 7. Health Science courses have been spelled out.

Social Science: 9 credits

One course deleted:

SSP250 - Political Ideas and Ideologies

One course added:

SSP200 – World Politics

Unrestricted Electives have been reduced from 6 to 5 credits

Core Requirements

Education and Language Acquisition Core Courses (choose one):

Five courses added:

ELN105 - Languages of the World and of New York City
ELA 201 – Modern Arabic Literature
ELF250 – Contemporary French Literature in Translation
ELL120 - Sociolinguistics
ELV201 - Modern Bengali Literature

English Core Courses (choose one):

Four courses added:

ENG290 - British Literature I
ENG291 - British Literature II
ENG292 - American Literature I
ENG293 - American Literature II

Humanities Core Courses (choose one)

One course deleted:

HUM110 - Introduction to Jazz

Mathematics Core Courses (choose one):

One course added:

MAT121 - Elementary Statistics II

Natural and Applied Sciences Core Courses (choose one)

Two courses deleted:

SCB101 - Topics in Biological Sciences

SCP101 - Topics in Physical Sciences

One course added:

SCB115 - Principles of Biology

Social Sciences Core Courses (choose one):

One course deleted:

SSP250 - Political Ideas and Ideologies

One course added:

SSP200 – World Politics

LIBERAL ARTS: SOCIAL SCIENCES AND HUMANITIES
CURRICULUM: AA DEGREE
CURRENT

Counseling

New Student Seminar 0

English: 11 credits

Composition I ENG 101 3

Writing Through Literature ENG102 3

Preparing and Writing the Research Paper ENG103 2

Liberal Arts Elective 3

Humanities: 3 credits

Liberal Arts Elective 3

English/Humanities: 3 credits

Liberal Arts Elective 3

Education and Language Acquisition: 3 credits

Study of Language ELL101 3

Liberal Arts: 4 credits

*Integrating Seminar: Liberal Arts Cluster LIB 110 1

Liberal Arts Seminar: Humanism, Science and Technology LIB 200 3

Mathematics: 3 credits

Select one of the following courses: 3

College Algebra and Trigonometry MAT 115

Elementary Statistics I MAT 120

Natural and Applied Sciences/Mathematics: 6 credits

Lab Science Elective 3

Health Science (SCH1 11, SCH 150, SCH210) or Mathematics 3

Social Science: 9 credits

Select one of the following courses: 3

Introduction to Anthropology SSA100
Cultural Anthropology SSA 101
Introduction to Microeconomics SSE103
Introduction to Macroeconomics SSE104
U.S. Power and Politics SSP101
Political Ideas and Ideologies SSP250
Introduction to Sociology SSS 100
General Psychology SSY101

Select one History course from the following: 3

Themes in American History to 1865 SSH101
Themes in American History since 1865 SSH102
Western Civilization from Ancient Times to the Renaissance SSH103
Western Civilization from the Renaissance to Modern Times SSH104
World History from Ancient Times to 1500 SSH105
World History from 1500 to the Present SSH106
East Asian Civilization and Societies SSH 110
Afro-American History SSH231
Survey of Latin American and Caribbean History SSH232

Liberal Arts Elective 3

Cooperative Education: 6 credits

Fundamentals of Professional Advancement CEP 121 3
Full-Time Internship CEP201 3
Both Day and Extended Day students are required to take CEP 121. Extended Day students may take CEP201 or an unrestricted elective course.

Liberal Arts Electives: 6 credits

One elective must be an urban study course

(Any course in Communication Skills, Education and Language Acquisition, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Sciences EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.)

Unrestricted Electives: 6 credits

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credit taken.

***Introductory Cluster Requirement**

An introductory cluster containing four courses with an Integrating Seminar (LIB 110, or one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute liberal arts electives.

LIBERAL ARTS: SOCIAL SCIENCES AND HUMANITIES
Core Requirements

All students must select 12 credits from the core courses listed below. One course must be taken in four of the following areas:

Education and Language Acquisition Core Courses (choose one):

ELN101 - Introduction to Bilingualism
ELN1 94 - The Puerto Rican Community
ELC201 - Modern Chinese Literature
ELF201 - French Literature from a Global Perspective
ELG204 - Modern Greek Culture and Literature
ELK201 - Korean Literature
ELP201 - Polish Literature
ELR201 - Russian Literature
ELS200 - Latin American Literature 1
ELS201 - Latin American Literature 2
ELS204 - Latin American Civilizations (taught in Spanish)
ELS205 - Latin American Civilizations (taught in English)
ELS250 - Latin American Literature in Translation

English Core Courses (choose one):

ENG225- Afro-American Literature
ENG247 - The Woman Writer: Her Vision and Her Art
ENG250 - The Short Story
ENG260 - The Novel
ENG265 - The Drama
ENG266 - Shakespeare
ENG270 - Introduction to Poetry
ENG275 - The Great Writer

Humanities Core Courses (choose one):

HUA101- Introduction to Art
HUN195 - Art in New York
HUC 101 - Oral Communication
HUC 106 - Public Speaking
HUC150 - The Art of Film
HUC170 - The Art of Theatre
HUM101 - Introduction to Music
HUM110 - Introduction to Jazz
HLM210 - American Music
HUP101 - Introduction to Philosophy
HUP104 - Ethics and Moral Issues
HUP105 - Philosophy of Religion
HUP106 - Social and Political Philosophy

Mathematics Core Courses (choose one):

MAT115 - College Algebra and Trigonometry
MAT120 - Elementary Statistics I
MAT200 - Precalculus
MAT201 - Calculus I

Natural and Applied Sciences Core Courses (choose one):

SCB 101 - Topics in Biological Sciences
SCP 101 - Topics in Physical Sciences
SCC210 - Foundations of Chemistry

Social Science Core Courses (choose one):

SSA100 - Introduction to Anthropology
SSA101 - Introduction to Cultural Anthropology
SSE103 - Introduction to Microeconomics
SSE104 - Introduction to Macroeconomics
SSP101 - U.S. Power and Politics in America
SSP250 – Political Ideas and Ideologies
SSS100 - Introduction to Sociology
SSY101 - General Psychology

LIBERAL ARTS: SOCIAL SCIENCES AND HUMANITIES
CURRICULUM: AA DEGREE

Counseling

New Student Seminar 0

English: 11 credits

Composition I ENG 101 3

Writing Through Literature ENG102 3

Preparing and Writing the Research Paper ENG103 2

Liberal Arts Elective 3

Humanities: 3 credits

Liberal Arts Elective 3

English/Humanities: 3 credits

Liberal Arts Elective 3

Education and Language Acquisition: 3 credits

Study of Language ELL101 3

Liberal Arts: 4 credits

*Integrating Seminar: Liberal Arts Cluster LIB110 1

Liberal Arts Seminar: Humanism, Science and Technology LIB200 3

Mathematics: 3 credits

Select one of the following courses: 3

College Algebra and Trigonometry MAT115

Elementary Statistics I MAT120

Natural and Applied Sciences/Mathematics: 7 credits

Select one of the following courses: 4

Principles of Biology SCB 115
Foundations of Chemistry SCC 210

Select one of the following courses: 3

Aging and Health SCH 111
Drugs and Behavior SCH 150
Human Sexuality SCH 210
A Liberal Arts Elective in Mathematics

Social Science: 9 credits

Select one of the following courses: 3

Introduction to Anthropology SSA100
Cultural Anthropology SSA 101
Introduction to Microeconomics SSE103
Introduction to Macroeconomics SSE104
World Politics SSP200
U.S. Power and Politics SSP101
Introduction to Sociology SSS 100
General Psychology SSY101

Select one History course from the following: 3

Themes in American History to 1865 SSH101
Themes in American History since 1865 SSH102
Western Civilization from Ancient Times to the Renaissance SSH103
Western Civilization from the Renaissance to Modern Times SSH104
World History from Ancient Times to 1500 SSH105
World History from 1500 to the Present SSH106
East Asian Civilization and Societies SSH 110
Afro-American History SSH231
Survey of Latin American and Caribbean History SSH232

Liberal Arts Elective 3

Cooperative Education: 6 credits

Fundamentals of Professional Advancement CEP 121 3
Full-Time Internship CEP201 3

Both Day and Extended Day students are required to take CEP 121. Extended Day students may take CEP201 or an unrestricted elective course.

Liberal Arts Electives: 6 credits

One elective must be an urban study course

(Any course in Communication Skills, Education and Language Acquisition, English, Human Services, Humanities, Library, Mathematics, Natural and Applied Sciences, or Social Sciences EXCEPT when noted as unrestricted elective in the Schedule of Classes or College Catalog.)

Unrestricted Electives: 5 credits

Total credits: 60

Note: Students should consult with a counselor and/or faculty advisor in the selection of elective courses to ensure maximum transferability of credit taken.

***Introductory Cluster Requirement**

An introductory cluster containing four courses with an Integrating Seminar (LIB 110 one credit) is required for all DAY students; students must take the Cluster during the 12-week session when they take ENG101. Extended Day students and students who change to the Liberal Arts major after completing ENG101 may substitute liberal arts electives.

LIBERAL ARTS: SOCIAL SCIENCES AND HUMANITIES

Core Requirements

All students must select 12 credits from the core courses listed below. One course must be taken in four of the following areas:

Education and Language Acquisition Core Courses (choose one):

ELN101 - Introduction to Bilingualism
ELN105 - Languages of the World and of New York City
ELN194 - The Puerto Rican Community
ELA201 - Modern Arabic Literature
ELC201 - Modern Chinese Literature
ELF201 - French Literature from a Global Perspective
ELF250 - Contemporary French Literature in Translation
ELG204 - Modern Greek Culture and Literature
ELK201 - Korean Literature
ELL120 - Sociolinguistics
ELP201 - Polish Literature
ELR201 - Russian Literature
ELS200 - Latin American Literature 1
ELS201 - Latin American Literature 2
ELS204 - Latin American Civilizations (taught in Spanish)
ELS205 - Latin American Civilizations (taught in English)
ELS250 - Latin American Literature in Translation
ELV201 - Modern Bengali Literature

English Core Courses (choose one):

ENG225- Afro-American Literature
ENG247 - The Woman Writer: Her Vision and Her Art
ENG250 - The Short Story
ENG260 - The Novel
ENG265 - The Drama
ENG266 - Shakespeare
ENG270 - Introduction to Poetry
ENG275 - The Great Writer
ENG290 - British Literature I
ENG291 - British Literature II
ENG292 - American Literature I
ENG293 - American Literature II

Humanities Core Courses (choose one):

HUA101- Introduction to Art
HUN195 - Art in New York
HUC101 - Oral Communication
HUC106 - Public Speaking
HUC150-The Art of Film
HUC170 -The Art of Theatre
HUM101- Introduction to Music
HUM210- American Music
HUP101 - Introduction to Philosophy
HUP104 - Ethics and Moral Issues
HUP105 - Philosophy of Religion
HUP106 - Social and Political Philosophy

Mathematics Core Courses (choose one):

MAT115 - College Algebra and Trigonometry
MAT120 - Elementary Statistics I
MAT121 - Elementary Statistics II
MAT200 - Precalculus
MAT201 - Calculus I

Natural and Applied Sciences Core Courses (choose one):

SCB115 - Principles of Biology
SCC210 - Foundations of Chemistry

Social Science Core Courses (choose one):

SSA100 - Introduction to Anthropology
SSA101 - Introduction to Cultural Anthropology
SSE103 - Introduction to Microeconomics
SSE104 - Introduction to Macroeconomics
SSP200 - World Politics
SSP101 - U.S. Power and Politics in America
SSS100 - Introduction to Sociology
SSY101 - General Psychology