College Curriculum Committee

Meeting Agenda Package

November 26, 2024

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College Curriculum Committee Meeting Agenda

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael Vanoverbeck / Time Keeper: TBD
Date: November 26, 2024 / Time: 2:00 p.m. - 3:30 p.m.
Location: VT-124

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees: Victoria Martinez__; Ahmad Manzoor__; Michael Vanoverbeck__; Mayela Rodriguez__; Stefani Baez__; Susan Johnson__; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez__; Kendahl Radcliffe __; Nathan Lopez__; Paul Flor __; David McPatchell__; Noemi Monterosso__; Jesse Mills __; Bradfield Conn __; Lynn Chung __; Melain McIntosh__; Sheri Berger__; Maya Medina__; Shante Mumford__; and Charles Hobbs__.

AGENDA:

1. Approval of Agenda: November 26, 2024.

2. Approval of Minutes: November 12, 2024

3. Reports and Follow-up Questions From Attendees:
   a) Vice President, Academic Affairs
   b) Curriculum Analyst
   c) Articulation Officer
   d) Distance Education Faculty Coordinator
   e) SLO Coordinator

4. Consent Agenda Item(s):
   a) *Course Inactivation*
      ENGL 99 – Independent Study

   b) *Course Review: Update Course Hours; DE Addendum*
      ART 160 – Three Dimensional Design

c) *Course Revisions: Course Description; Conditions of Enrollment; DE Addendum; Articulation/Transfer Review*
CHEM 102- Fundamentals of Chemistry

d) *Standard Course Review; No Proposed Changes*
ESL 04A – ESL for Healthcare I
ESL 04B – ESL for Healthcare II
ESL 51A – Introduction to English in Conversation

5. Action Item(s):
a) *New Course – 2nd Read*
HIST 116- Chicana/o/x History: 1848 to the Present

6. Discussion Item(s):
a) "ESL Hi-Set Preparation Courses" – presentation by Brittany Oyalele

7. Informational Items:
a) *College Curriculum Committee Vacancies*: STEM (1).

8. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):
a) CCC representatives may provide a comment or future agenda item recommendation(s).

9. Public Comment(s):
a) Public comments may be presented by any person not on the CCC roster in attendance.

College Curriculum Committee Meeting Minutes

Facilitator: Charles Hobbs—College Curriculum Committee Chair
Recorder: Michael VanOverbeck / Time Keeper: Victoria Martinez
Date: October 22, 2024 / Time: 2:00 p.m. - 3:30 p.m.
Location: VT-124

Vision:
Compton College will be the leading institution of student learning and success in higher education.
Mission Statement:
Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

Attendees:

Curriculum Committee Chair (Vote only to break tie):

Charles Hobbs_X_;

Voting Members:

Victoria Martinez_X_; Ahmad Manzoor__; Michael VanOverbeck_X_; Stefani Baez_X_; Susan Johnson_X_; Arneshia Bryant-Horn __; Shay Brown__; Jose Martinez__; Kendahl Radcliffe __; Nathan Lopez_X_; Paul Flor __; David McPatchell_X_; Noemi Monterosso_X_; Jesse Mills _X_; Bradfield Conn _X_; Lynn Chung _X_;

Non-Voting Members:

Melain McIntosh_X_; Sheri Berger__; Juan Tavaraz _X_

AGENDA:

Call to order at 2:09pm

10. **Approval of Agenda:** November 12, 2024.
    - **Michael V. motioned to approve the agenda. Victoria M. seconded. Unanimously approved.**

11. **Approval of Minutes:** October 22, 2024
    - **Michael V. motioned to approve the minutes. Noemi M. seconded. Unanimously approved.**

12. **Reports and Follow-up Questions from Attendees:**

- **Brad C. motioned to open Reports and Follow-up Questions 3a-3e. David M. seconded.**

f) Vice President, Academic Affairs
g) Curriculum Analyst
h) Articulation Officer
    - New course articulation timeline: if you are creating new courses, the articulation request cycle begins this summer; courses need to receive their approvals in time for April Board Meeting.
    - AB 928 Committee's Final Draft Report and Recommendations (November 2024) has been published. Their next AB 928 meeting is 11/21/24.
    - Will be assisting with the Common Course Numbering for Astronomy, Nov. 18-21
i) Distance Education Faculty Coordinator
j) SLO Coordinator
    a. Preparing to do large course reports in eLumin.

- **Shay B. motioned to close reports 3a-3e. Victoria M. seconded.**

13. Consent Agenda Item(s):

- **Michael V. motioned to approve consent agenda items 4a-e. Jessie M. seconded. Unanimously approved.**

e) 2-Year CTE Course Review- No proposed changesg
    a. WELD 105 - Basic Welding for Allied Field
    b. WELD 108 – Introduction to Multi-Process Welding
f) Standard Course Review- No Proposed Changes; DE Addendum
    a. SPAN 153 - Spanish for Native Speakers II
g) Articulation/Transfer Review
    a. SOCI 207 - Introduction to Human Services and Social Work
h) Standard Course Review; Revised Conditions of Enrollment; DE Addendum
    a. SPAN 152 - Spanish for Native Speakers I
i) Standard Course Review; Course Description Update; Revised Conditions of Enrollment; DE Addendum
    a. CHEM 102- Fundamentals of Chemistry

14. Action Item(s):

- **Nathan L. motioned to open up action item 5a for first read. Jessie M. seconded.**

a) New Courses – 1st read
    - HIST 116- Chicana/o/x History: 1848 to the Present

- **Susan J. motioned to close action item 5a. Shay B. seconded.**

15. Discussion Item(s):

- **Victoria M. Motioned to open discussion item 6a. Susan J. seconded.**

b) "Are First and Second Reads Always Necessary?"
    a. New courses currently require two reads at both Curriculum Committee and Academic Senate. We can only submit Articulations for UC once per year in summer.

- **Susan J. motioned to close discussion item 6a. Jesse M. seconded.**

16. Informational Items:

- **Michael V. motioned to open informational items 7a. David M. seconded.**

b) College Curriculum Committee Vacancies: STEM (1).

- **Stephani motioned to close informational items 7a-b. Shay B. seconded.**

17. College Curriculum Committee Representative Comments and/or Future Agenda Item Recommendation(s):

b) CCC representatives may provide a comment or future agenda item recommendation(s).

- **Michael V. motioned to open 8a. David M. seconded.**
- **Michael V. to close 8a. Susan J. seconded.**

18. Public Comment(s):

b) Public comments may be presented by any person not on the CCC roster in attendance.

- **Stephani motiones to open the foor for public comment. Michael V. Seconded.**
- **Brad C. motioned to close public comment. Shay B.seconded**

Meeting ended at 2:35pm

Course Deactivation: ENGL 99 – Independent Study

Basic Course Information

Last updated by Susan Johnson on 11/5/2024 at 3:16 PM

Course Discipline * (ENGL) English

Division * Fine Arts, Communication and Humanities

Course Number * 99

Course Title * Independent Study

Short Title * Independent Study-English

Include a rationale for the course inactivation

☑ Course Inactivation - Division Does Not Plan to Offer the Course

Justification

On October 23, 2024, the English department voted to inactivate this course. In the future, we may revisit the viability of offering this course. The FACH division voted on Nov. 5. 2024.

☐ Course Inactivation - Low Course Demand

☐ Course Inactivation - Replaced by Another Course

☐ Course Inactivation - Other

Justification for course inactivation *

This course has never been offered as part of our English curriculum (per David Mariyama). At this time, it does not fit the needs of our English Majors.

Division Approval Date * 11/5/2024

Course Review: Update Course Hours; DE Addendum – ART 160 – Three Dimensional Design

Course Information

Course Discipline: ART
Course Division: Fine Arts, Communication and Humanities
Course Number: 160
Full Course Title: Three-Dimensional Design
Short Title: Three-Dimensional Design
TOP Code: 100900 - Applied Design
SAM Code: D - Possibly Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Fall 2019
Board of Trustees Approval Date:
2019-08-20

Course Description

This course is an introduction to the concepts and processes of three-dimensional design. Students design and construct projects involving linear and architectural models as well as relief and solid forms. Emphasis is placed on creative solutions to design problems using various construction techniques and materials.

Course Standards

Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
36.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
72.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
90.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Design Fundamentals A. negative and positive shapes B. scale and proportion C. texture, pattern, and color D. line, space, and mass E. balance and counter-balance F. symmetry and asymmetry G. structure and function H. composition and unity
Approximate Time In Hours
12.00

Lecture
Outline
Construction Materials and Techniques A. paper, wood, plastic, and metal B. glues and fasteners C. rivets and nails D. clamps and heat E. assessing material needs F. creating preliminary drawings

Approximate Time In Hours
12.00

Lecture
Outline
Constructing Linear Forms A. economy and strength B. design and structure C. assembly and craftsmanship
Approximate Time In Hours
12.00

Lab
Outline
Creating Expressive Forms A. ideas and concepts B. moods and emotions
Approximate Time In Hours
12.00

Lab
Outline
Architectural Forms and Scale Models A. interior and exterior spaces B. open and closed forms C. color and texture D. scale models and proportion
Approximate Time In Hours
12.00

Lab
Outline
Relief Forms and Light Effects A. plane and mass B. positive and negative shapes C. texture and pattern D direct and indirect light
Approximate Time In Hours
12.00

Lab
Outline
Casting Relief Forms A. making models B. constructing plaster molds C. pouring and finishing the cast form D. cleaning and reusing the plaster mold E. negative and positive shape F. texture and color
Approximate Time In Hours
12.00

Lab
Outline
Analysis and Criticism
Approximate Time In Hours
6.00

General Education/Transfer

1. **Transfer and Articulation:**
    - **C-ID:** ARTS 101

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Assess the material and technical requirements of three-dimensional design projects.

Lab
Create preliminary drawings that indicate the scale, the construction process, and the material needs of proposed three-dimensional design problems.

Lab
Design and construct linear forms capable of supporting twenty times their weight.

Lecture
Design and construct expressive forms that evoke ideas, moods, or emotions.

Lab
Demonstrate construction techniques appropriate for use with wood, paper, plastic, and metal.

Lab
Carve and assemble forms that contain positive and negative shapes.

Lecture
Analyze and evaluate three-dimensional designs in terms of project criteria, principles of design, and construction techniques.

Lecture
Assess the degree to which concept, design, material, and technique are interrelated in finished three-dimensional designs.

Lab
Construct negative plaster molds to be used for casting relief forms.

Lab
Design and cast relief forms in plaster that utilize planes, textures, pattern, and reflected light.

Lab
Design and construct architectural scale models that include interior and exterior spaces, open and closed forms, as well as color and texture.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. 1. Elements and Principles: Students will be able to demonstrate the ability to fabricate a three-dimensional project by appropriately applying an understanding of the elements and principles of design.

2. 2. Utilizing Materials: Students will be able to demonstrate basic competency in utilizing materials and methods appropriate for three-dimensional design.

3. 3. Problem solving: Student will be able to demonstrate basic problem solving skills appropriate for the challenges inherent in each three-dimensional design project.

Methods of Instruction

Demonstration
Demonstrate skills related to economy of design and efficient use of materials.
Discussion
Have a discussion with students on how to incorporate negative and positive shape relationships that enhance the effects of reflected light.
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Laboratory
Lecture
Lecture on Design Fundamentals, Construction Materials and Techniques, linear and expressive forms, Architectural Forms and Scale Models, Relief Forms and Light Effects and Casting Relief Forms.
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Problem solving demonstrations (computational or non-computational)
Skills demonstrations
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
Design and construct an architectural scale model using an L-shaped configuration. Include a bus stop or a covered sitting area. Create interior and exterior spaces, open and closed forms, and employ color and texture.
Design and construct a relief form using paper. Incorporate negative and positive shape relationships that enhance the effects of reflected light.
Other Assignments:
Using toothpicks and glue, construct a linear form that can support five bricks. Demonstrate economy of design and efficient use of materials. Present the finished work in color.

Course Materials

Author: Roth, Lauer
Title: Design Basics 3D
Edition: 8
Publisher: Cengage
ISBN-13: 978-1133310426
Year: 2012
Rationale for older textbook:
This is a classic in the field. The publisher is no longer making updates to this book.
Or Equivalent: No

Author: Zelansky and Fisher
Title: Shaping Space: The Dynamics of Three-Dimensional Design
Edition: 3
Publisher: Cengage
ISBN-13: 978-0534613938
Year: 2006
Rationale for older textbook:
Classic in the field.
Or Equivalent: No

Author: Mary Stewart
Title: Launching the Imagination, 3D version
Edition: 6th
Publisher: McGraw Hill
ISBN-13: 9781259603631
Year: 2019
Or Equivalent: No

Minimum Qualification

1. Art

Course Revisions: Course Description; Conditions of Enrollment; DE Addendum; Articulation/Transfer Review: CHEM 102- Fundamentals of Chemistry

Course Information

Course Discipline: CHEM
Course Division: Science, Technology, Engineering, and Mathematics (STEM)
Course Number: 102
Full Course Title: Fundamentals of Chemistry
Short Title: Funds of Chem
TOP Code: 190500 - Chemistry, General
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status A - Transferable to both UC and CSU.
Effective Term: Summer 2020
Board of Trustees Approval Date:
2020-09-08

Course Description

This course introduces fundamental theory and principles of chemistry applied to inorganic, organic, and biological chemistry. Atomic and molecular structure, chemical and physical changes, gases, solutions, nomenclature, equations, and calculations will be emphasized. *Note: The maximum UC credit allowed for students completing Chemistry 102 and Chemistry 104/104H is one course. Students will not receive UC credit for Chemistry 102 or Chemistry 104/104H if taken after Chemistry 150.

Course Standards

Lecture Hours:
72.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
72.000
Activity Hours:
0.000
Lab Hours:
54.000
Outside-of-Class Hours:
144.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
5.000
Total Hours:
126.000
Grading Method:
Letter grade only

Course Requirements

Other
Non Course Requirements
Intermediate Algebra with a minimum grade of C or assessment and placement by multiple measures

Course Content

Lecture
Outline
Introduction and Nomenclature Intro to Chemistry Problem Solving Units and Measurement Dimensional Analysis Matter Physical and chemical properties Elements Nomenclature Binary nonmetal compounds Salts Acids and bases
Approximate Time In Hours
8.00

Lecture
Outline
Chemical Calculations Mole concept Chemical Equations Balancing Classifying Writing Stoichiometry Solutions Molarity Mass percent Solution stoichiometry including dilution and titrations
Approximate Time In Hours
8.00

Lecture
Outline
Atomic Structure Atomic theory Bohr atom Valence electrons Use of periodic table Octet rule
Approximate Time In Hours
4.00

Lecture
Outline
Periodicity Periodic table Trends Atomic size Ionization energy Electronegativity
Approximate Time In Hours
2.00

Lecture
Outline
Chemical Bonding Ionic bonding Covalent bonding Polar and non-polar bonds Lewis Structures Octet rule Multiple bonds
Approximate Time In Hours
5.00

Lecture
Outline
Molecular Geometry Lewis structures and shapes Valence Shell Electron Pair Repulsion Theory
Approximate Time In Hours
3.00

Lecture
Outline
States of Matter: Gases Properties Gas laws Boyle, Charles, Avogadro, Gay-Lussac, Combined Partial pressures Kinetic Molecular Theory
Approximate Time In Hours
4.00

Lecture
Outline
States of Matter: Liquids and solids Intermolecular forces Properties Relative energy of solids, liquids, and gases
Approximate Time In Hours
2.00

Lecture
Outline
Solutions Concentration units Factors affecting solubility Colligative properties Vapor pressure Boiling point Freezing point Osmotic pressure
Approximate Time In Hours
6.00

Lecture
Outline
Acids and Bases Arrhenius theory Bronsted-Lowry theory
Approximate Time In Hours
3.00

Lecture
Outline
Reactions in aqueous solutions Electrolytes - Classification Oxidation - Reduction Oxidation numbers Oxidizing and reducing agents
Approximate Time In Hours
3.00

Lecture
Outline
Organic Chemistry Classification Alkanes Alkenes Alkynes Alcohols Ethers Esters Carboxylic Acids Amines Aldehydes and Ketones Haloalkanes Nomenclature Common IUPAC Physical Properties Isomers Structural Geometric Stereoisomers Reactions Substitution Addition Redox
Approximate Time In Hours
12.00

Lecture
Outline
Biochemistry Classification Carbohydrates Lipids Proteins Structure and Properties Physical properties Structural formulas Chemical properties
Approximate Time In Hours
12.00

Lab
Outline
Laboratory Experiments - 12-14 from the following list. Starred ones are considered mandatory for all students: Use of Bunsen Burners Measurement and Density* Titration Properties of Acids and Bases* Graphing Enthalpy of fusion of water Hydrocarbons* Charles' Law* Preparation of Aspirin Organic oxidation reactions Simple Chemical Reactions* Hydrates Electrolytes and Nonelectrolytes Combined Gas Law* Acid-Base Indicators Organic Functional Groups* Preparation of Soaps Fats, Proteins, and Carbohydrates Compounds and Mixtures* Lewis Structures and Molecular Shape*
Approximate Time In Hours
54.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 1 – Natural Sciences
2. **CSU GE:**
    - B1 - Physical Sciences
    - B3 - Laboratory Activity
3. **IGETC GE:**
    - 5A - Physical Science with Lab
    - 5A - Physical Science
    - 5C - Lab
4. **UC TCA:**
    - UC-S Physical and Biological Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Use chemical terminology to name inorganic chemical compounds, formulas and reactions and classify types of chemical reactions. Perform stoichiometric calculations involving chemical reactions.

Lecture
Use atomic theories to interpret the structure of an atom. Predict and explain periodic trends based on atomic structure and the periodic table. Describe and illustrate the structure and bonding for molecules using Lewis structures, molecular geometry and polarity.

Lecture
Use the Kinetic Molecular Theory to explain the behavior of gases and perform calculations involving gas laws. Relate intermolecular forces to observed properties of solids, liquids and gases.

Lecture
Explain solubility qualitatively in terms of properties of both solute and solvent. Determine concentrations of solutions. Give qualitative descriptions of colligative properties as a function of solute type and concentration. Classify solute behavior in solution as strong, weak or non-electrolytes and apply to net ionic equations.

Lecture
Compare and contrast Arrhenius and Bronsted-Lowry acid theories. Write acid-base reactions and determine the pH of aqueous solutions. Demonstrate an understanding of how a buffer works.

Lecture
Determine oxidation numbers for compounds alone and in a chemical reaction. Identify the elements being oxidized and reduced in a redox reaction.

Lecture

Use common and IUPAC systems to name various classes of organic compounds, and draw structural formulas for these compounds based on their names. Write equations for selected common reactions of organic compounds. Compare and contrast structural and geometric isomers.

Lecture
Demonstrate an understanding of the concept of chirality by drawing Fischer projections of enantiomers which contain at least one chiral carbon.

Lecture
Draw structural formulas for common monosaccharides. Describe the linkage between monosaccharide units in terms of bonding. Compare common di- and polysaccharides.

Lecture
Draw general structural formulas for fatty acids, triglycerides, steroids and phospholipids. Compare and contrast saturated fatty acids and unsaturated fatty acids. Explain the function of fatty acids in a membrane.

Lecture
Determine the structure of amino acids at physiological pH and in zwitterion form. Describe the peptide linkage between amino acids in a protein in terms of geometry and resonance. Identify features of primary, secondary and tertiary structure in a protein. Explain denaturation as it applies to a biological system.

Lab
Demonstrate the ability to use basic laboratory skills such as taking and recording observations of chemical systems and interpreting qualitative and quantitative experimental data.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. In a written exercise, given the chemical formulas of reactants, write the correct formulas of products, identify the reaction type and balance the equation.

2. Create (via molecular models or drawings) accurate representations of compounds. The representations will contain appropriate bonds, lone pairs, and geometry.

3. Adhere to safety protocol in the laboratory regarding eye protection. Students will follow the proper procedure regarding wearing goggles in the laboratory, and keeping them on to protect their eyes.

Methods of Instruction

Demonstration
The instructor will demonstrate how a chemical reaction occurs by mixing two solutions. A solution of lead (II) chloride with a solution of silver nitrate. The students will then predict the product, write the balanced chemical equation.

Discussion

The instructor will discuss how Lewis structures, molecular shape and molecular polarity affect the solubility of solutes in a given solution.

Laboratory
Students will study the properties of hydrocarbons: their odor, melting and boiling point, as well as their solubilities. These properties will be compared to those of inorganic compounds, such as NaCl.

Lecture
Cover the topic of nomenclature and have several group activities to emphasize the concepts.
Multimedia presentations
PowerPoint presentations and videos will be used to illustrate the concepts and techniques used in chemistry.

Methods of Evaluation

Problem solving demonstrations (computational or non-computational)
Exams/Quizzes

Typical Assignments

Some assignments require critical thinking:
A sample of gas with a volume of 20.5 L at a temperature of 35.8 oC and a pressure of 2.00 atm. If the pressure and temperature changed to STP, then what is the volume of the gas?

A 50.0 g sample of an unknown metal requires 300.0 kcal to change its temperature from 0.0 degrees C to 100.0 degrees C. What is the specific heat of the metal in calories/gram * degree Celsius? Show all calculations in the space provided.

Other Assignments:
A certain brand of beer has a pH of 5.0. Calculate the concentration of hydrogen ions in moles per liter. Is the beer acidic or basic? Show all calculations in the space provided.

Course Materials

Author: Denniston, Topping, Quirk
Title: ISE General, Organic, and Biochemistry
Edition: 11th
Publisher: McGraw Hill
ISBN-13: 978-1265138462
Year: 2022
Or Equivalent: No

Author: McMurry et al.
Title: Fundamentals of General, Organic, and Biological Chemistry
Publisher: LibreText
Year: 2024

Or Equivalent: No

Author: Compton College Chemistry Department
Title: Chemistry 102 Lab Manual
Edition: 1st
Publisher: Compton College Chemistry
Year: 2020
Or Equivalent: No

Other:
Scientific Calculator

Other:
Safety Goggles

Minimum Qualification

1. Chemistry

Standard Course Review; No Proposed Changes: ESL 04A – ESL for Healthcare I

Course Information

Course Discipline: ESL
Course Division: Fine Arts, Communication and Humanities
Course Number: 04A
Full Course Title: ESL for Healthcare I
Short Title: ESL for Healthcare I
TOP Code: 493100 - Vocational ESL
SAM Code: D - Possibly Occupational
Is this a credit or noncredit course? N - Non Credit
Transfer Status C - Not transferable
Effective Term: Fall 2019

Course Description

Designed for intermediate ESL learners, this course helps prepare students for careers in healthcare. Students gain a general knowledge of healthcare settings, careers, and terminology including the major body systems and their basic functions.

Course Standards

Lecture Hours:
54.000
Activity Hours:

Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
90.000
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
54.000
Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Pass/Satisfactory Progress/No Pass

Course Requirements

Recommended Prep - Courses
Subject ESL - English as a Second Language
Requisite Course ESL 03D - Reading and Writing Level IV (Historical)0.000 - 0.000

Course Content

Lecture
Outline
Introduction to healthcare and health careers in America Concepts of Health Healthcare settings and careers Healthcare pathways at Compton College Vocabulary related to health careers and goals Creation of a personalized health career plan Personal strengths related to health careers Future goals Steps to achieve goals
Approximate Time In Hours
3.00

Lecture
Outline
Vocabulary related to the major body systems and their functions Musculoskeletal Cardiovascular Respiratory Gastrointestinal Neurological
Approximate Time In Hours

6.00

Lecture
Outline
Vocabulary related to common diseases, disorders, and treatments Illnesses and disorders Symptoms of ailments Medical tests and diagnoses Treatments for ailments and disorders
Approximate Time In Hours
14.00

Lecture
Outline
Communicating with patients and families Appropriate topics of conversation Appropriate body language when interacting with clients Greetings and small talk Differentiating between formal and informal language
Approximate Time In Hours
15.00

Lecture
Outline
Communicating in a hospital setting Interpreting common health care signs and symbols Asking for, giving, and clarifying directions in a hospital Identifying the meanings of key medical prefixes and suffixes Using prepositions of location to talk about location and giving directions Communicating with patients about basic tasks
Approximate Time In Hours
10.00

Lecture
Outline
Office Skills Greeting patients Setting doctor's appointments Responding to phone inquiries in a doctor's office Taking written phone messages in a doctor's office Completing new patient forms Using software to input data Basic tenets of HIPAA (Health Insurance Portability and Accountability Act)
Approximate Time In Hours
10.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Determine main ideas and relevant details from medically-related audio clips and videos.
Discuss key information on medically-related topics based on readings, audio clips, and videos.
Apply medical vocabulary to medically-related discussions and role-plays.
Produce oral presentations on medical topics.
Demonstrate a basic understanding of American concepts of healthcare and the healthcare industry in the United States.

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. **Name basic body parts**

2. **Discuss pain in a way that provides complete information, including information about location, description, severity, onset, and duration of pain**

3. **Gain a knowledge of healthcare settings**

Methods of Instruction

Discussion
Group Activities
Lecture
Multimedia presentations
Role Play
Simulation

Methods of Evaluation

Skills demonstrations

Typical Assignments

Some assignments require critical thinking:
Listening to TED talks about the medical care industry or clips on You Tube about individuals and their experience within the medical care industry and asking comprehension questions, critical thinking questions, CLOZE activities and asking students to provide written responses to questions.

Other Assignments:
In groups of two, practice asking and answering the common doctor's office phone questions from the handout. Each student should take the part of the patient and of the doctor's office worker at least once. After you have finished the role play, write a one-page reflection on your activity including answers that you liked and that you would use in a real phone conversation. These answers can be yours or your partner's.

Course Materials

Author: Melodie Hull
Title: Medical English Clear and Simple
Edition: 1st
Publisher: F.A. Davis
Year: 2010
Rationale for older textbook:
Discipline Standard
Or Equivalent: No

Other:

Instructor-selected and instructor-created materials.

Minimum Qualification

1. English as a Second Language (ESL): Noncredit

Standard Course Review; No Proposed Changes: ESL 04B – ESL for Healthcare II

Course Information

Course Discipline: ESL
Course Division: Fine Arts, Communication and Humanities
Course Number: 04B
Full Course Title: ESL for Healthcare II
Short Title: ESL for Healthcare II
TOP Code: 493100 - Vocational ESL
SAM Code: D - Possibly Occupational
Is this a credit or noncredit course? N - Non Credit
Transfer Status C - Not transferable
Effective Term: Fall 2019

Course Description

This second course in a two-course sequence develops the listening, speaking, reading, and writing skills of intermediate ESL students seeking a career in the healthcare field. Emphasis is on terminology, body systems and communication skills for interacting with patients and professionals in the medical field.

Course Standards

Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:

0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
90.000
Lecture Hours:
54.000
Activity Hours:
0.000
Lab Hours:
0.000
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
54.000
Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Pass/Satisfactory Progress/No Pass

Course Requirements

Prerequisite
Subject ESL - English as a Second Language
Requisite Course ESL 04A - ESL for Healthcare I (Active)0.000 - 0.000

Course Content

Lecture
Outline
Explain the different levels of organization of the body, from smallest to the whole thing
Approximate Time In Hours
11.00

Lecture
Outline
Identify and explain basic functions of the elven major systems comprise the human body: Skeletal Muscular Nervous Integumentary Endocrine Cardiovascular Lymphatic Respiratory Digestive Urinary Reproductive
Approximate Time In Hours
33.00
Lecture

Outline
Understand and use vocabulary needed to talk about cancer and cancer treatments
Approximate Time In Hours
4.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:
Lecture
Demonstrate an understanding of each of the 11 body systems

Lecture
Identify and describe different parts of the human body

Lecture
Understand and explain cell mutations

Student Learning Outcomes

Upon completion of this course, the student should be able to:
1. Understand and use vocabulary needed to talk about cancer and cancer treatments

2. Understand and explain the different body systems

3. Understand and explain different components of mental health

Methods of Instruction

Demonstration
Discussion
Group Activities
Internet Presentation/Resources
Lecture
Multimedia presentations
Role Play
Simulation

Methods of Evaluation

Skills demonstrations

Typical Assignments

Some assignments require critical thinking:
This curriculum includes interactive reading and vocabulary practice, communicative activities, video lectures, and personal reflection.

Other Assignments:
Using the basic principles and vocabulary related to pharmacology and medication you have learned, design a poster and prepare a 5-minute oral presentation on a prescription drug of your choice. The presentation will include a visual aid, description of the drug, intended use, dosage, side effects, drug interactions, and other information that a patient would need to know about the drug. You may use magazines and the Internet to prepare your poster and presentation.

Course Materials

Author: Nina Ito and Christopher Mefford
Title: Take Care
Publisher: University of Michigan
Year: 2011
Or Equivalent: No
Other:
Instructor-selected and instructor-created materials.

Minimum Qualification

1. English as a Second Language (ESL): Noncredit
Condition

Standard Course Review; No Proposed Changes: ESL 51A – Introduction to English in Conversation

Course Information

Course Information

Course Discipline: ESL
Course Division: Fine Arts, Communication and Humanities
Course Number: 51A
Full Course Title: Introduction to English in Conversation
Short Title: Intro-Engl in Converstn
TOP Code: 493086 - English as a Second Language - Speaking/Listening
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? C - Credit - Not Degree Applicable
Transfer Status C - Not transferable
Effective Term: Fall 2022
Board of Trustees Approval Date:
2022-04-18

Course Description

This introductory course is designed to increase a student's English-speaking and comprehension skills in a supportive atmosphere. The course includes cross-cultural communication topics, role play and other small group activities, introduction to common American idioms and expressions, pronunciation exercises designed to improve intelligibility, and listening comprehension practice.

Course Standards

Lecture Hours:
90.000
Activity Hours:
Lab Hours:
Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
90.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
180.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
5.000
Total Hours:
90.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Displaying basic course comprehension Understanding the syllabus. Introducing oneself to fellow students.
Approximate Time In Hours
1.00

Lecture
Outline
Asking and answering questions using appropriate grammatical form and intonation WH- questions. Yes/No questions.
Approximate Time In Hours
5.00

Lecture
Outline
Discussing United States and world geography

Approximate Time In Hours
5.00

Lecture
Outline
Comprehending spatial geography Describing locations. Giving spatial directions using a map.
Approximate Time In Hours
7.00

Lecture
Outline
Pronouncing stressed and unstressed vowels such as can versus can't
Approximate Time In Hours
5.00

Lecture
Outline
Pronouncing numbers such as 13 versus 30; reading large numbers
Approximate Time In Hours
5.00

Lecture
Outline
Describing common symptoms and talking to a doctor
Approximate Time In Hours
5.00

Lecture
Outline
Explaining interests, hobbies, or cultural topics
Approximate Time In Hours
7.00

Lecture
Outline
Discussing job skills and employment issues
Approximate Time In Hours
8.00

Lecture
Outline
Pronouncing vowels correctly Troublesome vowels Vowel contrasts Examples: bat, but, beet/bit, and book/boot.
Approximate Time In Hours
14.00

Lecture
Outline
Pronouncing consonants Troublesome consonants Consonant contrasts Examples: l/r, b/v, and th
Approximate Time In Hours
14.00

Lecture
Outline
Applying appropriate strategies for conversational tasks Asking for clarification Softening requests Expressing polite disagreement
Approximate Time In Hours
7.00

Lecture
Outline
Using thought groups and appropriate sentence stress in reading
Approximate Time In Hours
2.00

Lecture
Outline
Making a short speech to explain a process
Approximate Time In Hours
5.00

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture
Employ basic idioms with accuracy and appropriateness.

Lecture
Explain and interpret simple directions using a map for reference.

Lecture
Ask for clarification and check that a conversational message has been understood.

Lecture
Effectively communicate in everyday life situations using appropriate vocabulary.

Lecture
Respond appropriately to requests for personal information in a job interview or similar setting.

Lecture
Recognize phonemic differences in most American vowels and consonants.

Lecture
Increase intelligibility of spoken English based on intonation, stress, and phonemic awareness.

Lecture
Maintain a conversation about topics such as interests and hobbies, holidays and celebrations, or plans for the future.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Students will pronounce graphemes and phonemes with 80% accuracy.

Methods of Instruction
Demonstration
Discussion
Group Activities
Lecture
Multimedia presentations
Role Play
Simulation

Methods of Evaluation
Skills demonstrations

Typical Assignments
Some assignments require critical thinking:
Give a 3-5 minute speech on the following topic: you have been living in Southern California for at least 4 months. What is your advice for someone who is planning to come here to work or study for an extended period of time (longer than a month)?

First, tell what your topic is going to be. Then, give 3 or 4 specific pieces of advice for making this person's stay here a little easier and a little more comfortable. You can tell a short, detailed story to show that each piece of your advice is helpful. At the end of your speech, tell why following your advice is important and helpful.

Other Assignments:
Give a 3-4 minute speech where you tell about how a holiday is celebrated in your country. Describe special practices, foods, clothing, etc. that are part of this event. Explain how this celebration or event will help other people understand your country's culture and values.

Course Materials
Author: Judith Tanaka and Paul Most

Title: Interactions 1: Listening and Speaking
Edition: 6th
Publisher: McGraw-Hill
Year: 2012
Or Equivalent: No

Author: Michael McCarthy et al
Title: Touchstone 2
Edition: 2nd
Publisher: Cambridge
Year: 2014
Or Equivalent: No

Author: Judy B. Gilbert
Title: Clear Speech
Edition: 4th
Publisher: Cambridge
Year: 2012
Or Equivalent: No

Author: Ann Baker and Sharon Goldstein
Title: Pronunciation Pairs
Edition: 2nd
Publisher: Cambridge
Year: 2008
Or Equivalent: No

Minimum Qualification

1. ESL
Condition

New Course – 2nd Read: HIST 116- Chicana/o/x History: 1848 to the Present

Course Information

Course Discipline: HIST
Course Division: Social Sciences
Course Number: 116
Full Course Title: Chicana/o/x History: 1848 to the Present
Short Title: Chicanx Hist: 1848 to Present
TOP Code: 220500 - History
SAM Code: E - Non-Occupational
Is this a credit or noncredit course? D - Credit - Degree Applicable
Transfer Status B - Transferable to CSU only.

Course Description

This course surveys the history of the Mexican people in the United States from 1848 to the present, with a focus on the development of Chicana/o/x ethnic identity. Students will explore the politics of race and its origins in the colonial process, examining how these factors have shaped the historical experiences of Mexican Americans. Concentrating on the nineteenth and twentieth centuries, discussions will emphasize the participation, contributions, and experiences of Mexican Americans in areas such as education, politics, and civil rights.

Course Standards

Lecture Hours:
54.000

Activity Hours:
Lab Hours:
Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:
Lecture Hours:
54.000
Activity Hours:

Lab Hours:

Outside-of-Class Hours:
108.000
Min and Max Total Regularly Scheduled Hours of instruction required for student to achieve course objectives:

Min/Max Units:
3.000
Total Hours:
54.000
Grading Method:
Letter grade only

Course Content

Lecture
Outline
Framework for Analysis: How Chicana/o/x historiography challenges mainstream narratives by reclaiming Mexican American history through a focus on community, resistance, and cultural survival. The development of Chicana/o/x identity, shaped by ethnicity, migration, labor, and the political consciousness of the Chicano Movement. The diverse experiences within Chicana/o/x communities through an intersectional lens.
Approximate Time In Hours
6.00

Lecture
Outline
The U.S.-Mexico War, Treaty of Guadalupe Hidalgo, and Its Aftermath:Key events leading to the U.S.-Mexico War (1846-1848), including U.S. expansionism driven by Manifest Destiny, the annexation of Texas, and growing tensions between the two nations over territorial disputes. The Treaty of Guadalupe Hidalgo (1848), which formally ended the conflict and established the U.S./Mexico border, ceding vast territories—including present-day California, Arizona, New Mexico, and Texas—to the United States. Effects of the Treaty of Guadalupe Hidalgo on Mexican populations, including challenges related to citizenship, land rights, and racial discrimination.
Approximate Time In Hours
6.00

Lecture
Outline
Dispossession and Decline of the Landed Elite: Systematic invalidation of Mexican land grants following the U.S.-Mexico War and its impact on the Mexican landed elite in the Southwest. Land claims contested and often disregarded. Loss of property and political power. Decline in social status and influence within a rapidly changing political landscape.
Approximate Time In Hours
6.00

Lecture
Outline
Self-Preservation & Self-Determination: 19th- and 20th-century Mexican resistance in the Southwest, Self-preservation and self-determination as means of fighting against oppression and dispossession. Economic transformation of the Southwest. Role of Mexican labor in the development of U.S. industrial power amidst a backdrop of social and political upheaval.
Approximate Time In Hours
6.00

Lecture
Outline
Generational Perspectives on Chicana/o/x History: Explore generational differences in approach to Chicana/o/x history, focusing on immigration, ethnicity, and identity as key factors in the formation of a Mexican American identity in the 20th century. Examine the Mexican immigrant generation, highlighting patterns of immigration to the U.S. from the 1880s to the 1930s. How the experiences and challenges faced by these immigrants laid the foundation for a distinct Mexican American identity that emerged in response to social, cultural, and political dynamics in their new environment.
Approximate Time In Hours
6.00

Lecture
Outline
The Great Depression, World War II, and the Emergence of the Mexican American Generation: Examine the impact of the Great Depression on Mexicans in the United States, highlighting the economic hardships and widespread discrimination they faced during this period. Explore how World War II catalyzed significant changes for the Mexican American community, leading to the emergence of the Mexican American Generation. Assess how the Mexican American generation began to assert its identity and rights while contributing to the war effort and shaping the post-war social and political landscape.
Approximate Time In Hours
6.00

Lecture
Outline
Sleepy Lagoon Case and Zoot Suit Riots as Catalysts for Mexican American Civil Rights: Examine how the Sleepy Lagoon case and the Zoot Suit Riots underscored the racial tensions and systemic discrimination faced by Mexican Americans in the mid-20th century. Explore how these incidents galvanized civil rights activism within the Mexican American community, inspiring activists to mobilize against injustices and

assert their rights. Investigate how this activism played a crucial role in shaping the broader struggle for equality in the United States.
Approximate Time In Hours
6.00

Lecture
Outline
The Chicano Movement: Explores the Chicano Movement, focusing on the strategies employed by the Chicano generation to advocate for social change within their community. Investigate how activists utilized grassroots organizing, protests, and political engagement to challenge systemic injustices and promote the interests of Mexican Americans. Examine the ways in which Chicano cultural expressions such as art, music, and literature sought to reclaim and celebrate Mexican heritage and foster a sense of identity.
Approximate Time In Hours
6.00

Lecture
Outline
The Politics of Protest: Chicana/o/x Education and Labor Rights: Examine the politics of protest in the ongoing struggle for education and labor rights in the post-Chicano Movement era. How activists continued to mobilize around issues such as equitable access to education, workers' rights, and fair labor practices, drawing on the strategies and momentum established during the Chicano Movement. Assess how the legacy of the Chicano Movement influenced contemporary struggles for rights and identity among Chicana/o/x and Latina/o/x communities in the Unites States.
Approximate Time In Hours
6.00

General Education/Transfer

1. **Local GE/Graduation Requirements:**
    - 2 – Social and Behavioral Sciences

Course Objectives

Upon successful completion of the course, the student will demonstrate the ability to:

Lecture
Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Latina and Latino American (Chicana/o) Studies.

Lecture
Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Latina and Latino (Chicana/o) American communities.

Lecture
Assess the writing of various aspects of United States history from a Chicano paradigm. Identify the Chicana/o historical literature and how notions of ethnicity and identity impact historical perspectives. Analyze the complexities of U.S./Mexican foreign policies in the years leading up to the 1846 War and how the goals of American expansionism were met in the Treaty of Guadalupe Hidalgo.

Lecture
Identify and explain how the relationships between land loss and labor, and immigration and labor, began to define the economic roles Mexican Americans would assume in the growth and development of 20th century U.S. industrial and economic global power.

Lecture
Utilize the theories of political generations, immigration and ethnic identity to discuss the evolution of Mexican American identity in the U.S. Examine the first wave of Mexican immigration to the U.S.

Lecture
Discuss the first largest second generation Mexican American population in the United States and the impact of World War II on the identity of this group.

Lecture
Compare and contrast the strategies of the Chicano generation with those of the Mexican American generation. Assess the contributions of key leaders and organizations that emerged in this time period.

Lecture
Discuss contemporary demographics and changing identities within Chicano/Latino communities. Relate past efforts of the Chicano community to achieve equal rights in the United States with current strategies to achieve social, political and economic justice.

Lecture
Critically examine, in historical and intersectional context, how struggle, resistance, racial and the quest for justice, solidarity, and liberation, as experienced and, enacted by American Indian/Native American Studies, Chicana/o/x or Latina/o/x Studies, African American Studies, Asian American Studies as people of color in the United States are relevant to current and structural issues. Such issues may be communal, national, international, and transnational politics, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Student Learning Outcomes
Upon completion of this course, the student should be able to:
1. Upon completion of Chicana/o History 1848 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political, and/or cultural themes or patterns in Chicano history. Students will also apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support their thesis.

Methods of Instruction

Demonstration
Discussion
Field trips
Group Activities
Guest Speakers
Internet Presentation/Resources
Lecture
Multimedia presentations

Methods of Evaluation

Substantial writing assignments
Exams/Quizzes

Typical Assignments

Reading Assignments:
Reading Reflection: Gender & Sexuality in Chicana/o/x Communities

Assignment Description:

Choose one of the articles listed below and write a 2–3-page (500 -750 words) essay analyzing how gender and/or sexuality are discussed in Chicana/o/x communities. Use the selected reading to examine how Chicana/o/x feminists and queer theorists challenge traditional gender roles, heteronormativity, and patriarchal norms both within their communities and in society at large.

Reading List:

- "Chicana Movidas and Feminist Disruptions in the 21st Century" by Aída Hurtado and Denise A. Segura (2021)
- "Queer Nepantla: Decolonizing Chicana/o/x Queer Theory" by Alex Espinoza (2020)
- “Xicana Codex: Feminism and Decoloniality in the Age of Black Lives Matter" by Lorena V. Márquez (2022)

Questions to Consider:

1. How does the article define or explore Chicana/o/x feminism or queer Chicana/o/x identity, and what key issues related to gender and/or sexuality are discussed, particularly in relation to larger social movements such as racial justice or LGBTQ+ rights?

2. In what ways does the article address intersectionality—specifically the intersections of race, class, gender, and sexuality—within Chicana/o/x identity, and what internal challenges do Chicana/o/x feminists and queer individuals face within their communities?

3. How does the author critique mainstream feminist and LGBTQ+ movements, and what unique perspectives does contemporary Chicana/o/x feminism or queer thought offer regarding these issues?

Citing Course Material:

For this essay, you need to engage in the textbook or lectures at least twice.

Use specific examples from the selected readings and cite specific information from the course lectures to strengthen your analysis. Be sure to reflect on how your understanding of Chicano/a/x identity has evolved over the semester.

- When citing from the reading, use the author's last name and page number. (Ex., Espinoza, 3)
- When citing an idea from a lecture video, state the name of the video and timestamp. (Ex., Lecture: Chicana Feminism, 3:25)

Writing Assignments:
Essay Assignment: What Does it Mean to Be Chicano/a/x?

Assignment Description:

In a 2–3-page essay (500 -750 words), reflect on the meaning of a Chicano/a/x identity. What is its connection to an indigenous Mexican past and how has this identity been used to address contemporary issues like discrimination, assimilation pressures, and the struggle for social justice.

Questions to Consider:

1. How have Mexican Americans, through the adoption of the Chicano/a/x identity, reclaimed their Indigenous roots as a form of cultural pride and resistance to white supremacy and racism?

2. How has a Chicano/a/x identity been used as a tool to challenge contemporary issue such as systemic racism, cultural erasure, and stereotypes imposed on Mexican Americans and other Latinx individuals?

Citing Course Material:

For this essay, you need to engage in the textbook or lectures at least twice.

Use specific examples. Cite specific readings from the course to strengthen your analysis. Be sure to reflect on how your understanding of Chicano/a/x identity has evolved over the semester.

- When citing course readings, use the author's last name and page number. (Ex., Gómez-Quiñones, 74)
- When citing an idea from a lecture video, state the name of the video and timestamp. (Ex., Lecture: Chicana Feminism, 3:25)

Other Assignments:
Autoethnographic Research: Cajita ("Little Box") Project

Assignment Description:

The Cajita Project invites students to explore their identity in relation to their place of origin, incorporating an oral history interview with a family member that connects to themes of race, immigration, education, or labor. Students will create a personal container (Cajita) filled with meaningful objects and present their stories, reflecting on their experiences and the broader historical context covered in class.

Key Concepts:

Choose one additional category to reflect on:

- Race/Ethnicity
- Immigration
- Education
- Labor

Part I: Self-Reflection and Oral History Interview

Self-Reflection:

To begin, reflect on your personal identity and think about the place you come from. Alongside this reflection, you'll need to choose at least one additional key concept from our course to guide your exploration. This can be race/ethnicity, immigration, education, or labor. Clearly state which category you have selected during your presentation, as this will help ground your narrative in the course content.

Oral History Interview:

A crucial part of this project is conducting an oral history interview. Choose a family member—such as a parent, grandparent, aunt, uncle, or cousin—or a family friend. In this interview, you'll gather insights about their experiences related to place and the additional category you've chosen. Be sure to document the method of your interview (whether it's in-person, via phone, or online), the interviewee's name and relationship to you, as well as the date, time, and location of the interview.

Analysis:

After conducting the interview, you will write a two-page analysis (formatted in Times New Roman, 12-point font, double-spaced) that connects the insights from your interview to the material we have covered in HIST 116. This analysis is an essential component of the project, as it will help bridge personal experiences with academic concepts.

Part II: Creating & Presenting Your Cajita

Creating Your Cajita:

Next, you'll create your Cajita—a container that represents your life. To create your Cajita:

- Gather objects, articles, photos, and music that represent your life and experiences.
- Use a container (no larger than 18" in any direction) to display these items. It can be a box or any other type of container.
- Limit photos to three and include significant objects that tell your story.
- Ensure each item's placement conveys its importance.

Class Presentations:

Finally, you'll present your Cajita to the class. Your presentation should last between five and ten minutes, during which you will share your personal narrative and the connections you've made to the course content. Time will be strictly enforced, so practice your presentation to ensure you stay within this timeframe.

Course Materials

Author: Chavez, Marisela R.
Title: Chicana Liberation: Women and Mexican American Politics in Los Angeles, 1945-1981
Publisher: University of Illinois Press
Year: 2024
Or Equivalent: No

Author: Gonzalez, Espinoza-Kulick, Arévelo, and Alvarez, Jr.
Title: New Directions in Chicanx and Latinx Studies
Publisher: LibreTexts
Year: 2024
Or Equivalent: No

Author: Fernandez, John Y.
Title: The Mexican/Latino Struggle for Educational Equity in California, 1492-2022
Publisher: Palmetto Publishing
Year: 2023
Or Equivalent: No

Author: Hernández, Kelly Lytle
Title: Bad Mexicans: Race, Empire, and Revolution in the Borderlands
Publisher: UC Press
Year: 2023
Or Equivalent: No

Author: Mercado, Juan Pablo, editor
Title: Voces de Aztlan: A Chicana/o History Reader, Vol. 2
Publisher: Cognella
Year: 2023
Or Equivalent: No

Author: Schumaker, Kathryn.
Title: Troublemakers: Students' Rights and Racial Justice in the Long 1960s
Publisher: NYU Press
Year: 2023
Or Equivalent: No

Author: Acuña, Rodolfo
Title: Occupied America: A History of Chicanos
Publisher: Pearson
Year: 2019
Rationale for older textbook:
This book is a standard book for the field.
Or Equivalent: No

Author: Acuña, Rodolfo
Title: U.S. Latino Issues
Publisher: Greenwood Press
Year: 2017
Rationale for older textbook:
This book is a standard book for the field.
Or Equivalent: No

Minimum Qualification

1. History
Condition

2. Ethnic Studies
Condition

College Curriculum Committee Roster		Semester Term Began	Semester Term Ends
3-year terms			
Voting Members			
Adjunct Faculty At Large	Victoria Martinez	Fall 2023	Spring 2026
BIS Faculty Member (1)	Ahmad Manzoor	Spring 2024	Fall 2026
BIS Faculty Member (2)	Michael Vanoverbeck	Fall 2024 2nd term	Spring 2027
FACH Faculty Member (1)	Stefani Baez	Fall 2024	Spring 2027
FACH Faculty Member (2)	Susan Johnson	Spring 2023	Fall 2025
HPS Faculty Member (1)	Arneshia Bryant-Horn	Fall 2023	Spring 2026
HPS Faculty Member (2)	Shay Brown	Spring 2024 2nd term	Fall 2026
STEM Faculty Member (1)	Jose Martinez	Spring 2024	Fall 2026
STEM Faculty Member (2)	Vacant		
Social Sciences (1)	Kendahl Radcliffe	Fall 2023	Spring 2026
Social Sciences (2)	Nathan Lopez	Fall 2024 2nd term	Spring 2027
Dean	Paul Flor	Spring 2021 (extended term)	Spring 2025
Division Chair	David McPatchell	Fall 2022	Spring 2025
Faculty Counselor (1)	Noemi Monterroso	Fall 2024	Spring 2027
Student Learning Outcomes Coordinator	Jesse Mills	Spring 2024	TBD
Distance Education Faculty Coordinator	Bradfield Conn	Fall 2022	TBD
Full-time Librarian (FACH)	Lynn Chung	Fall 2023	Spring 2026
Non-Voting Members			
Articulation Officer	Melain McIntosh	N/A	
Vice President of Academic Affairs/CIO	Sheri Berger	N/A	
Curriculum Analyst	Maya Medina	N/A	
Student Representative	Shante Mumford	Spring 2024	
Academic Senate Secretary	Noemi Monterosso		
Tie-Breaking Vote Only			
College Curriculum Committee Chair	Charles Hobbs	Fall 2024	Spring 2026

Curriculum Committee Meeting Schedule

Curriculum Committee Meeting Schedule 2024-2025		
Date	Time	Location—In Person
~~1. Sept 10, 2024~~	~~2:00 p.m. 3:30 p.m.~~	~~VT-124~~
~~2. Sept 24, 2024~~	~~2:00 p.m. 3:30 p.m.~~	~~VT-124~~
~~3. Oct 8, 2024~~	~~2:00 p.m. 3:30 p.m.~~	~~VT-124~~
~~4. Oct 22, 2024~~	~~2:00 p.m. 3:30 p.m.~~	~~VT-124~~
~~5. Nov 12, 2024~~	~~2:00 p.m. 3:30 p.m.~~	~~VT-124~~
6. Nov 26,2024	2:00 p.m. – 3:30 p.m.	VT-124
7. Dec 10, 2024	2:00 p.m. – 3:30 p.m.	VT-124
8. Feb 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
9. Mar 11, 2025	2:00 p.m. – 3:30 p.m.	VT-124
10. Mar 25, 2025	2:00 p.m. – 3:30 p.m.	VT-124
11. Apr 8, 2025	2:00 p.m. – 3:30 p.m.	VT-124
12. Apr 22, 2025	2:00 p.m. – 3:30 p.m.	VT-124
13. May 13, 2025	2:00 p.m. – 3:30 p.m.	VT-124
14. May 27, 2025	2:00 p.m. – 3:30 p.m.	VT-124
15. Jun 10, 2025	2:00 p.m. – 3:30 p.m.	VT-124