

**Course Outline**  
**Sacramento City College**  
**Los Rios Community College District**

---

**Section 1: Curriculum Cycle Information**

**Course:** TEMP 300: **Curriculum Review Guide**

**Proposal Type:** New to District

**Faculty Initiator:** Your name will appear here.

**Outline Status:** Draft

**Last Full Review:**

**Last Curriculum Action:** Feb 1, 2019

**Official:** No

---

**Section 2: Submission Information**

**Proposal:** *To add a course to the SCC catalog that is **not** currently offered by any Los Rios college.*

**Explanation:** For new courses, the explanation should be identical to the need/purpose of the course. It should describe what the course covers and how it benefits students.

For courses in program review, the standard explanation is: This course outline was updated for program review.

For other revisions, the standard explanation is: This proposal updates the course outline to current curriculum standards.

For deletions, please explain why the content of the course is no longer needed or is no longer relevant. You might also explain where the content has moved if it has been moved to another course.

---

**Section 3: Basic Course Information**

**Identifier:** TEMP 300

**Title:** Curriculum Review Guide

**Units:** 2.00

**Prerequisite:** If there is a prerequisite, corequisite, or advisory, open each subsection. The Save/Next button must be clicked until SOCRATES you back to the Requisite homepage. These actions ensure that the Justification Section is complete and up-to-date.

*[ Prerequisite list: None; Special prerequisite: None. ]*

**Hours:** 18 hours lecture, 54 hours laboratory, 36 hours out-of-class work, for a total of 108 student learning hours.

Note: The units and the lecture/lab hours must match. For example: 54 hours of lab = 1 unit, while 18 hours of lecture = 1 unit. Please do not use anything less than 0.5 unit increments.

**Description:** The catalog description should be written in the present tense, using complete sentences, intended for students who are interested in taking the course but have little knowledge of the discipline. It should describe what the course covers. Spell out any acronyms in parentheses the first time you use them. Avoid marketing pitches. Be sure to inform students if field trips are required or optional and if the course is graded Pass/No Pass only. Begin the description with, "This course...", and "Topics include..." at the beginnings of sentences. If course designators and numbers are used in the description (ENGWR 300 for example), be sure to embed them using the drop-down menu below.

*[ Courses embedded in catalog description: ENGWR 300.]*

#### **Section 4: Learning Outcomes and Objectives**

Learning outcomes complete the following prompt:

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

Each SLO should begin with a lower-case letter and end with a period. Learning outcomes should be measurable or demonstrable and should involve critical thinking. For transfer-level courses (numbered 300 or higher), the majority of course objectives should begin with verbs from the Evaluation, Synthesis, and Analysis areas of the Blooms taxonomy chart. However, please keep in mind that the verbs should be used appropriately and not have their meanings twisted. Below is an example of this section.

- employ a recursive writing process that includes pre-writing, drafting, revising, and editing.
- compose fully developed, structured, coherent, and unified essays.
- identify and correct sentence errors (especially sentence fragments, comma-splices and run-on sentences, subject-verb disagreement, incorrect verb tense and form, punctuation, pronoun reference and agreement, and capitalization).
- summarize, analyze, and respond to readings.
- incorporate the ideas of others into writing and demonstrate competence in MLA formatting and in-text citing.

---

## Section 5: Course Topics

*The topics for this course are typically allocated as follows:*

### Topic

This section should contain a list of the topics covered in the course with associated hours. Using phrases, provide sufficient detail so that a new instructor, unfamiliar with the course, understands the breadth and depth of the topics to be covered.

- Capitalize only the first word of each topic and proper nouns.
- Punctuation (colons, semicolons, commas, etc...) and white space should be used consistently throughout this section.

---

**Total Hours** – If the total hours do not match the unit value, a warning will appear prompting correction of the hours above.

---

## Section 6: Methods of Instruction

List the methods of instruction used in this course. Do not use a period at the end of a simple list.

Example:

Lectures, demonstrations, media presentations (not "multimedia"), whole-class discussions, small-group discussions, lab activities, in-class projects, field trips, guest speakers, small-group activities, and student presentations

---

## Section 7: Typical Student Assignments

Provide a representative example of a student assignment that would be completed outside of the classroom. Write the example as it would be stated to students.

Example:

Apply four-note solo piano style at the keyboard from a lead sheet. Listen to the recorded example and follow the score of Miles Davis' "Blue in Green." Find the four-note voicings for each chord as explained in unit 4. Play the bass note in your left finger 5, the melody in your right finger 5, and the other two tones in your left and right thumbs.

---

## Section 8: Evaluation and Assessment Methods

List the evaluation methods used in this course. Do not use a period at the end of a simple list.

Example:

Participation, in-class presentations, projects, portfolios, journals, written reports, essays, lab activities, homework, exams

---

## Section 9: Distance Education

**Percentage:** Up to 50% of this course may be offered via distance education.

**Additional Limitations:**

- Please refer to the SCC Distance Education Guidelines on the SCC website.

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

---

## Section 10: Representative List of Textbooks

- Peterson, O., Newborn, P., and Evans, B. (2008). *The Jazz Pianists Resource* (2nd ed.). Jazz House. [ISBN: 978-1928374653]

A representative list of textbooks gives discipline colleagues a sense of the content and level of difficulty of the course. In SOCRATES, the developer enters textbook identification information in clearly labeled fields such as Title, Author, Publisher, {City (only if there is no ISBN)}, Edition, Year, and ISBN. On course outlines, SOCRATES displays this information in a preformatted style that approximates that of the Publication Manual of the American Psychological Association (APA) style.

**Authors:** Invert authors' names with the last name listed first, followed by initial(s). There should be a comma between the last name and initials of each author, and there should be a comma before the 'and' in a list with multiple authors.

Horowitz, M., French, K., Wallis, R. T., and Post, V.  
Rogers, M., and Whitaker, L. (Eds.)  
Horowitz, M., et al.

**ISBN:** If a 13-digit ISBN is available, use it instead of the 10-digit ISBN. 13-digit ISBNs became standard in 2007.

**Location:** If an ISBN is available, do not include a city or state for the publisher's location. If there is no ISBN for the book, then include a city and state.

**Year:** If possible, use the most recent version of a textbook. For C-ID approval and articulation reasons, it is best to have a book published in the past few years (5), if one exists.

**Locally-developed materials:** If you create your own materials for a course, or if you provide handouts

from multiple sources, then enter the phrase “Instructor provided materials” or “Instructor-generated materials” as the title for a textbook, leaving the other fields blank.

---

### Section 11: Additional Course Information

<b>Faculty Discipline(s):</b>	Education
<b>Short Title for Transcripts:</b>	This field has 30 characters spaces.
<b>Type of Grading:</b>	Letter Grade
<b>Times Taken for Credit:</b>	This course may be taken 1 time for credit.
<b>Enrollment Family:</b>	Not Part of a Family
<b>Cross-listed Courses:</b>	None.
<b>Taxonomy of Programs (TOP) Code:</b>	0801.00 ( <i>Education, General (Pre-Professional (Transfer))</i> )
<b>Student Accountability Model (SAM) Code:</b>	E ( <i>Non-occupational</i> )

---

### Section 12: Prerequisite/Corequisite/Advisory Justification

**Prerequisite:** *If you have a prerequisite, corequisite, or advisory please go through the entire section so that the Justification is complete.*

**Justification:** The SLOs from the requisite course should appear below.

*ENGRD 310: Critical Reading as Critical Thinking*

The following ENGRD 310 advisory skills are recommended in order to be successful in the course:

- identify thesis statements, stated or implied in college-level essays and articles.
- analyze content to determine major details and patterns of development.
- assess critical comprehension elements in written arguments: inference, fact and opinion, judgment, tone, bias, style, and purpose.
- evaluate the logic of arguments in college-level texts, focusing on propaganda, assumptions, faulty analogies, non-sequiturs, and deductive and inductive patterns.
- evaluate the quality and sufficiency of evidence and other forms of support for a written argument.
- create effective and efficient study reading strategies for college-level material such as annotating, outlining, mapping, and summary.

- assess reading strategies appropriate to regulate reading rate depending on reader's purpose and varied college-level materials.

---

### Section 13: Relationship to College Programs

**Need/Purpose for the Course:** This is a permanent justification for why this course should be a part of your department offerings.

For new courses, the need/purpose should be identical to the explanation of the course.

**Developer Request:** Under the Articulation Requests tab, click on the appropriate GE request. The following statement will appear on the outline:

Please ADD AA/AS...

The following five fields will be automatically populated by SOCRATES.

**Degrees and Certificates:** The programs in which this course appears will list here automatically.

**Prerequisite To:** None.

**Corequisite To:** None.

**Advisory To:** None.

**Embedded In Descriptions:**

---

### Section 14: Relationship to Transfer Institutions

Under the Articulation Requests tab, click on the appropriate transfer request. The following statements will appear on the outline:

**Developer Request:** Please ADD CSU Transfer to this course.

**Developer Request:** Please ADD UC Transfer to this course.

**Developer Request:** Please ADD CSU General Education A2: Written Communication to this course.

**Developer Request:** Please ADD IGETC 1B: Critical Thinking to this course.

**Developer Request:** Please ADD IGETC 3B: Humanities to this course.

---

## Section 15: Feasibility

For new courses, all parts of the Feasibility section must be filled in using complete sentences.

**Department Planning:** Department Planning: Describe here how the creation of this course fits into the department's plans.

**Sacramento City College Impact:** Sacramento City College Impact: Describe what the creation of this course will do for the college.

**Los Rios Impact:** Los Rios Impact: Describe what the creation of this course will do for the district.

**Staffing:** Staffing: Can this course be taught by existing faculty or will someone new need to be hired?

"No additional staff is required for implementation of this course."

**Facilities:** Facilities: Can this course be taught in existing facilities or will new facilities need to be built?

"There are enough classrooms available to facilitate this course."

**Equipment and Supplies:** Equipment and Supplies: What new equipment or supplies will need to be purchased for this course?

"No new equipment or supplies are needed to implement this course."

**Essential Library or Media Materials:** Essential Library or Media Materials: What new library or media materials must be acquired for this course to be offered?

"No essential new books, periodicals, or electronic resource collections must be purchased for this course."

**Supplementary Library or Media Materials:** Supplementary Library or Media Materials: What new library or media materials would be nice to have, but not essential, for this course to be offered?

"There are no supplementary new books, periodicals, or electronic resource collections that must be purchased for this course."

---

**Section 16: Digital Signatures**

**Faculty Initiator:**      Developer Name

**Department/Subject:**   TEMP

<b>Department Vote:</b>	<i>Yes:</i>	0	Please note: a department vote <b>MUST</b> be added before the Dept. Chair signs off on the proposal
	<i>No:</i>	0	
	<i>Abstain:</i>	0	
	<i>Total:</i>	0	

**Department Chair/  
Designated Contact:**

**Librarian:**

**Division Dean:**