

**English 321 &  
History 301  
Course Outlines  
(upper-division)**

# *San Joaquin Valley College*

## Course Syllabus

<b>Course Name and Number:</b>	ENG 321 Writing for Research																										
<b>Total Semester Units:</b>	4																										
<b>Textbook(s):</b>	<b>Title:</b>	McGraw-Hill's Concise Guide to Writing Research Papers																									
	<b>Author(s):</b>	Carol Ellison																									
	<b>Edition:</b>	1 <sup>st</sup> Edition																									
	<b>ISBN:</b>	9780071629898																									
<b>Course Description:</b>																											
<p>This course is designed to provide students with the framework necessary for research writing; the course will provide guidance in creating a literary review, allowing students to focus on research pertaining to their discipline of study. The course will outline the research process, APA formatting for research writing, and the literary review process. Students will utilize peer-reviewed journals to synthesize data pertaining to their studies in preparation for their Senior Capstone Project.</p>																											
<b>Prerequisites:</b> ENG 122																											
<b>Course Learning Outcomes (CLOs)</b>																											
<b>Upon completion of this course, the student will be able to demonstrate proficiency in:</b>																											
<ol style="list-style-type: none"> <li>1. Identify peer reviewed, scholastic publications</li> <li>2. Master APA formatting for research writing</li> <li>3. Demonstrate understanding of peer reviewed publications by proper summarization and analyses of information presented</li> <li>4. Discuss through analysis the importance of peer reviewed publications as it pertains to the discipline in question</li> <li>5. Identify needs for further research in a subject or discipline as presented through a literary review</li> <li>6. Demonstrate synthesis of peer reviewed information as it pertains to a single subject, career, or technique by composing a literary review</li> <li>7. Use persuasive arguments with appropriate research to justify a proposed research project in chosen area of specialty</li> </ol>																											
<b>Grade Item Weighting</b>																											
An overall grade of 70% or better is required to pass this course.																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Item</th> <th style="width: 15%;">Percentage</th> <th style="width: 15%;">Unit Points</th> <th style="width: 15%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Reading Companion</td> <td>15%</td> <td>15</td> <td>75</td> </tr> <tr> <td>Presentation for Points</td> <td>10%</td> <td>10</td> <td>50</td> </tr> <tr> <td>Discussion</td> <td>20%</td> <td>20</td> <td>100</td> </tr> <tr> <td>Homework/Project</td> <td>30%</td> <td>30</td> <td>15</td> </tr> <tr> <td>Exams</td> <td>25%</td> <td>25</td> <td>125</td> </tr> </tbody> </table>				Item	Percentage	Unit Points	Total Points	Reading Companion	15%	15	75	Presentation for Points	10%	10	50	Discussion	20%	20	100	Homework/Project	30%	30	15	Exams	25%	25	125
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### Unit Outcomes at a Glance

#### Unit 1 Outcome:

Identify the first steps in writing a college-level research paper.

Interpret an assignment's directions.

Identify types of assignments.

Describe how to choose a research topic.

Describe how to develop a working thesis.

Discuss analyzing your audience.

Demonstrate how to write a proposal.

Identify appropriate sources.

Identify reputable online sources.

Identify reputable print sources.

Describe how to choose a documentation style.

#### Unit 1 At a Glance

<b>Reading Assignment</b>	Chapter 1 Getting Started All Sections Chapter 2 Doing Your Research "Identifying Appropriate Sources" "Identifying Reputable Online sources" "Identifying Reputable Print Sources" Chapter 5 Revising Your Work "Choosing a Documentation Style"
<b>Presentation for Points</b>	The Unit 1 Presentation will include graded, interactive questions and cover Chapters 1, 2, and 5 of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 1, 2, and 5 of <i>Writing Research Papers</i> .
<b>Discussion</b>	Find, link and discuss three articles in your major.
<b>Homework</b>	<b>Apply it:</b> Compare and contrast two research tools. <b>Employ it:</b> Evaluate a website within your major. <b>Imagine it:</b> Create a how-to guide for identifying peer-reviewed publications.
<b>Exam</b>	The Unit 1 Exam will cover the Unit 1 Presentation and Chapters 1, 2 and 5 of <i>Writing Research Papers</i> .

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### Unit 2 Outcome:

Organize your research into a properly formatted annotated bibliography.

Identify how to document your research.

Demonstrate how to write an annotated bibliography.

### Unit 2 At a Glance

<b>Reading Assignment</b>	Chapter 2: Doing Your Research "Documenting Your Research" "Writing Annotated Bibliographies"
<b>Presentation for Points</b>	The Unit 2 Presentation will include graded, interactive questions and cover Chapter 2 of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapter 2 of <i>Writing Research Papers</i> .
<b>Discussion</b>	Discuss the <i>New York Times</i> article on research.
<b>Homework</b>	<b>Research Essay – Annotated Bibliography</b> Annotated Bibliography of at least seven sources.
<b>Exam</b>	The Unit 2 Exam will cover the Unit 2 Presentation and Chapter 2 of <i>Writing Research Papers</i> .

### Unit 3 Outcome: Create a useful outline using your research.

Explain how to narrow or expand your research scope.

Define "prewriting."

Explain the importance of brainstorming.

Demonstrate how to prewrite.

Explain the purpose of making lists.

Describe the purpose of making and using charts.

Demonstrate how to create an Outline.

Explain how to identify and then place your thesis within your outline.

Explain how to identify topics and arguments.

Describe how to outline a five-paragraph essay.

Explain the importance of expanding beyond a five-paragraph essay at the college level.

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<b>Unit 3 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 2: Doing Your Research "Narrowing (or Expanding) Your Search" Chapter 3: Crafting Your Outline All Sections
<b>Presentation for Points</b>	The Unit 3 Presentation will include graded, interactive questions and cover Chapters 2 and 3 of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 2 and 3 of <i>Writing Research Papers</i> .
<b>Discussion</b>	Create an Outline for one of the articles from your Annotated Bibliography.
<b>Homework</b>	<b>Research Essay – Outline</b> Outline of your paper using at least 4 sources from your Annotated Bibliography.
<b>Exam</b>	The Unit 3 Exam will cover the Unit 3 Presentation and Chapters 2 and 3 of <i>Writing Research Papers</i> .

<b>Unit 4 Outcome:</b>	
Write a rough draft of your research essay using your research and outline.	
Explain the importance of writing a first draft.	
Determine how much background should be included in a given essay.	
Demonstrate the ability to write an appropriate, college-level introduction.	
Demonstrate the ability to write appropriate, college-level body paragraphs.	
Demonstrate the ability to write an appropriate, college-level conclusion.	
Describe how to choose a documentation style.	

<b>Unit 4 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 4: Preparing Your Draft All Sections Chapter 5: Revising Your Work "Choosing a Documentation Style"
<b>Presentation for Points</b>	The Unit 4 Presentation will include graded, interactive questions and cover Chapters 4 and 5 of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 4 and 5 of <i>Writing Research Papers</i> .
<b>Discussion</b>	Identify and discuss three instances of bias online.

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<b>Homework</b>	<b>Research Essay – Rough Draft</b> First draft of your paper following your outline and using your annotated bibliography
<b>Exam</b>	The Unit 4 Exam will cover the Unit 4 Presentation and Chapters 4 and 5 of <i>Writing Research Papers</i> .
<b>Unit 5 Outcome:</b>	
Create and submit a successful final draft.	
Demonstrate the ability to edit your paper to produce the final draft of your research paper.	
Demonstrate the ability to prepare your paper for submission.	
<b>Unit 5 At a Glance</b>	
<b>Reading Assignment</b>	Chapter 6: Polishing Your Writing All Sections Chapter 7: Preparing Your Submission All Sections
<b>Presentation for Points</b>	The Unit 5 Presentation will include graded, interactive questions and cover Chapters 6 and 7 of <i>Writing Research Papers</i> .
<b>Reading Companion</b>	Interactive quiz covering Chapters 6 and 7 of <i>Writing Research Papers</i> .
<b>Discussion</b>	Find and discuss two ad campaigns, one excellent and one mediocre.
<b>Homework</b>	<b>Research Essay – Final Draft</b> Final draft of your paper following your outline, annotated bibliography, feedback from your rough draft
<b>Exam</b>	The Unit 5 Exam will cover the Unit 5 Presentation and Chapters 6 and 7 of <i>Writing Research Papers</i> .

### Course Work Requirements

Time management is integral to your course success. To successfully complete this course, you should set up a weekly time schedule that allows you sufficient time to complete the assigned course work by the required due dates. For best results plan to log into your course and work at least four days each week. Turn your work in early when possible, or by the due date.

<b>Reading Assignments:</b>	Your course may have weekly Reading Assignments. Complete your Unit Reading Assignment before completing course assignments, such as
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	<p>reviewing the Presentation and completing the Reading Companion, Discussion, Homework, Project, and Exam. These Reading Assignments are an important foundation for the graded unit deliverables. Refer to the assignments table above for any course Reading Assignments.</p>
<p><b>Discussions:</b></p>	<p>Your course may have Discussion forums. Students are expected to follow the specific directions posted within the Discussion forums. Additionally, each student is expected to participate regularly during each week as new topics are added. Students are expected to add to and enhance the content of the discussion, including responding to other students' Discussion posts. All posts should be written in a substantive manner for full credit for each week's Discussion forum.</p> <p>Posts are not editable, so ensure it is correct before posting. Be sure that the main topics are addressed fully to receive full credit.</p> <p>On Wednesday of each week the Discussion post to the main topic is due. The completion of the Discussion forum (including responses to other students/instructor) is due by the end of the Unit.</p> <p>Refer to the assignments table above for any Discussion forum assignments.</p>
<p><b>Homework:</b></p>	<p>Your course may have Homework assignments. It is required that the Unit Homework assignment be submitted to the dropbox under the specific Unit folder. The assignment's filename should be labeled appropriately for the assignment including your name. Example: Frank_Smith_Unit_2_Homework. These assignments may be due at the end of each Unit. Refer to the assignments table above for any Homework assignments.</p>
<p><b>Projects:</b></p>	<p>Your course may have Project assignments. It is required that the Project assignment be submitted to the dropbox under the specific unit folder. The assignment's filename should be labeled appropriately for the assignment including your name. Example: Frank_Smith_Unit_2_Project. Refer to the assignments table above for any course Project assignments.</p>
<p><b>Presentations:</b></p>	<p>Your course may contain Presentations. The Presentations should be viewed before completing any Reading Companions. Refer to the assignments table above for any course Presentations.</p>
<p><b>Presentations for Points:</b></p>	<p>Your course may contain Presentations for Points. The Presentations for Points should be viewed after completing the Unit reading and before completing any Reading Companions. The Presentation for Points also includes interactive quiz questions based on previous slides within the Presentation for Points. It is designed as a knowledge check, and to guide your reading. Refer to the assignments table above for any course Presentations for Points.</p>
<p><b>Reading Companion:</b></p>	<p>Your course may contain Reading Companions. The Reading Companion is an interactive quiz, based on the Unit reading and the Unit Presentation. It is designed as a knowledge check, and to guide your reading. Some Reading</p>

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	Companion questions may be completed multiple times, be sure to read carefully. Refer to the assignments table above for any Reading Companion assignments.
<b>Exams:</b>	Your course may contain Exams. Exams assess your comprehensive knowledge of the Unit or course material. These exams contain objective questions (true/false and multiple choice), and in some instances other types such as multiple answer, matching, and written answer questions may be present. Make sure to pay close attention to the question type. These exams will be timed, and can only be completed once. Refer to the assignments table above for any Exams.
<i>APA Requirement:</i>	As indicated in the assignment directions, written assignments require appropriate citation of resource material. Formal, or informal APA format may be required. All citation is to be in the sentence where the material is used (directly or paraphrased). You are also required to include the full reference at the end, under the title Reference(s). Please review the Plagiarism widget on the Home Page for resources and details.

### Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional policies please view your [College Catalog](#).

<b>Academic Honesty</b>	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Please view your <a href="#">College Catalog</a> to review the complete Academic Honesty Policy. <a href="#">Click here</a> for some additional information on Plagiarism and how to avoid it.
<b>Response Policy:</b>	Your instructor will respond to all inquiries by the next business day. Students are asked to provide the same courtesy to their instructors.
<b>Attendance Policy:</b>	Attendance is counted through participation in one of the following activities: posting and/or replying to a discussion forum, or submission of a written assignment, completion of a quiz or exam. Students who are absent for fourteen (14) consecutive calendar days (including weekends and holidays) will be terminated from their program of study.
<b>Late Assignment Policy:</b>	Main posts that are submitted late, but within the same week in which they are assigned, are subject to a 25% reduction in points. Assignments, Projects, and Exams submitted up to one week past the assigned due date are subject



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to a 25% reduction in points. No credit will be awarded for work submitted after one week late or the end of the module; whichever comes first.

### Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below 65			=	F
* No Credit Awarded				
<b>Students must pass this course with 70% or better for credit in the course.</b>				

### Technology Requirements (Hardware/Software)

Please refer to the [Online Technical Requirements](#) web page for the eCourses technical requirements. Internet Explorer is the recommended browser and headsets / speakers are needed for live-lectures through Adobe Connect; webcams may be required in some courses (your instructor will notify you). In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the [SJVC Help Desk](#) to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

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### **Institutional Online Classroom Standards**

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook* and the *College Catalog*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

- A. In any professional setting, you are expected to follow a dress code. As an SJVC student you are required to dress for success where applicable (externship, interviews, etc.).
- B. As a professional, you are required to be present in your course on a consistent basis.

Students are expected to participate in the course each week through one or more of the following:

- Discussion forum posts
- Submission of Homework and Project assignments
- Completion of the Reading Companions
- Completion of Exams

- C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:
  - i. Each week begins on a Monday and ends on a Sunday night at 11:59 p.m. Pacific Standard Time, except for Unit 5 which ends on Thursday. Assignment due dates and times are subject to the instructors discretion; however, they are typically due no later than 10 p.m. Pacific Standard time on the established due date.
  - ii. Missed deadlines for homework and Unit exams will affect your grade with either a reduction in points or no credit.
- D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Plagiarism or cheating on Exams or assignments is cause for formal disciplinary action.
- E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on exams or assignments should attend tutoring sessions to review the material or skills missed.

CHANGE is the only constant in life. The professional environment can be unpredictable with changing deadlines, meetings, and demanding customers. Be flexible and adaptable.

This syllabus is only a guideline and subject to change.

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## Course Syllabus

<b>Course Name and Number:</b>	American Political Thought, Post-Reconstruction to Present HST301
<b>Total Semester Units:</b>	3.0
<b>Textbook(s):</b>	<b>Title:</b> <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863</i>
	<b>Author(s):</b> John M. Murrin, Paul E. Johnson, James M. McPherson, Alice Fahs, et al.
	<b>Edition:</b> 7 <sup>th</sup>
	<b>ISBN:</b> 9781305084155

### **Course Description:**

The course explores various social, diplomatic, and economic philosophies in American politics from Reconstruction to the Present. Special consideration is given to the development and inter-connectedness of the philosophies while also considering their historical context. Students are encouraged to make connections between these philosophies and their own beliefs.

**Prerequisites:** None

### **Course Learning Outcomes (CLOs)**

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

1. Define the competing economic philosophies of Laissez-Faire Capitalism and Marxism and explain their relationship to the Industrial Revolution, Social Darwinism, the formation of labor unions, and the anti-trust policies of the late 19th and early 20th centuries.
2. Articulate the key tenets of Progressivism and their connection to The New Deal, The Great Society, Brown v. The Board of Education, and the Civil Rights Acts of the 1964 and 1968
3. Summarize the social and political grievances that led to Feminism, Counterculture, Black Power, and the Chicano Movement.
4. Explain the general characteristics of Fascism and the threat they posed to western-style democracy.
5. Evaluate and explain the various Cold War philosophies and policies.

### **Grade Item Weighting**

<b>Item</b>	<b>Percentage</b>	<b>Unit Points</b>	<b>Total Points</b>
Reading Companion	13%	15	75
Presentation for Points	9%	10	50
Discussion	18%	20	100
Homework/Project	27%	30	150
Exams	23%	25	125
Professionalism	10%	10	50

**An overall grade of 70% or better is required to pass this course.**

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### Unit CLO(s), Objectives and At a Glance

#### Unit 1:

**CLO1: Define the competing economic philosophies of Laissez-Faire Capitalism and Marxism and explain their relationship to the Industrial Revolution, Social Darwinism, the formation of labor unions, and the anti-trust policies of the late 19th and early 20th centuries**

Objective 1.1 Define Laissez Faire capitalism and the beneficiaries of this policy

Objective 1.2 Develop an understanding of the roots of Marxism

Objective 1.3 Describe the challenges associated with starting labor unions

Objective 1.4 Discuss the genesis of the anti-trust policies and their enforcement

#### Unit 1 At a Glance

<b>Reading Assignment</b>	Chapters 19, 20 and 21 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 1)
<b>Presentation for Points</b>	Lecture, including interactive, graded questions, covering Chapters 19, 20 and 21 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 1)
<b>Reading Companion</b>	An interactive quiz covering Chapters 19, 20 and 21 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 1)
<b>Discussion</b>	Immigration and assimilation in America between 1880-1912. (CLO 1)
<b>Homework</b>	Describe how the rise of the corporations as an evolutionary component of the Industrial Revolution reshaped the everyday experiences of Americans. (CLO 1)
<b>Exam</b>	The Unit 1 Exam covers the assigned reading and the Presentation. (CLO 1)
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

#### Unit 2:

**CLO2: Articulate the key tenets of Progressivism and their connection to The New Deal, The Great Society, Brown v. The Board of Education, and the Civil Rights Acts of the 1964 and 1968**

Objective 2.1 Describe the federal government's role in changing American society for the poor and working classes in the New Deal and Great Society

Objective 2.2 Explore and analyze the key tenets of Progressivism

Objective 2.3 Evaluate the impact Supreme Court decisions had on popular opinion with respect to racial inequality in avenues outside of education

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Objective 2.4 Discuss the needs served and effectiveness of the Civil Rights Acts from the 1960's

### Unit 2 At a Glance

<b>Reading Assignment</b>	Chapters 22, 25 and 31 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 2)
<b>Presentation for Points</b>	Lecture including interactive, graded questions, covering Chapters 22, 25 and 31 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 2)
<b>Reading Companion</b>	Interactive quiz covering Chapters 22, 25 and 31 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> (CLO 2).
<b>Discussion</b>	Discuss the New Deal and media influences on elections. (CLO 2)
<b>Homework</b>	Describe at least three different programs, laws or new governmental agencies created in the New Deal and how they helped the developing middle class in America, as well as the program, law or agency relationship to the Progressive ideals. (CLO 2)
<b>Exam</b>	The Unit 2 Exam covers the assigned reading and Presentation. (CLO 2)
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

### Unit 3:

#### **CLO3: Summarize the social and political grievances that led to Feminism, Counterculture, Black Power, and the Chicano Movement**

Objective 3.1 Evaluate the correlation between social liberties legislation and enforcement at federal, state and local government levels

Objective 3.2 Discuss the underlying causes for political grievances from Feminists, Chicanos and Black Activists

Objective 3.3 Discuss the outcomes achieved by political activists from the 1920's to the 1970's

### Unit 3 At a Glance

<b>Reading Assignment</b>	Reading assignment includes Chapters 28, 29 and 30 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 3)
<b>Presentation for Points</b>	The Unit 3 presentation includes graded, interactive questions and will cover Chapters 28, 29 and 30 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 3)
<b>Reading Companion</b>	Interactive quiz covering Chapters 28, 29 and 30 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 3).

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<b>Discussion</b>	How did the legacies of Watergate and the Vietnam War shaped U.S politics in the decade that followed. (CLO 3)
<b>Homework</b>	Summarize each of the underlying social themes, including their development backgrounds and intellectual leaders, who became represented by and known as Feminism, Counterculture, Black Power, and the Chicano Movement. (CLO 3)
<b>Exam</b>	The Unit 3 Exam covers the assigned reading and Presentation. (CLO 3)
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

### Unit 4:

#### **CLO4: Explain the general characteristics of Fascism and the threat they posed to western-style democracy**

Objective 4.1 Describe Fascism and Communism as a political philosophies

Objective 4.2 Evaluate the pre- conditions necessary for Fascism to be successful

Objective 4.3 Describe American attitudes toward immigration in the 1920's and 1930's

#### **Unit 4 At a Glance**

<b>Reading Assignment</b>	Chapters 23, 24 and 26 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 4)
<b>Presentation for Points</b>	The Unit 4 presentation includes graded, interactive questions and will cover Chapters 23, 24 and 26 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 4)
<b>Reading Companion</b>	Interactive quiz covering Chapters 23, 24 and 26 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 4)
<b>Discussion</b>	Discuss the relationship between economic conditions in the 1930's and the rise of fascism or communism. (CLO 4)
<b>Homework</b>	Explain the general characteristics of Fascism, why it always has a nationalistic background, and any socio-economic variables that are typical of the demographic of supporters. What was the threat posed to western style democracy in the U.S., Europe, and Asia by Fascist regimes? (CLO 4)
<b>Exam</b>	The Unit 4 Exam covers the assigned reading and the Presentation. (CLO 4)
<b>Professionalism</b>	Part of being a valuable employee is being able to offer valuable suggestions for improvement. To that end, in this Unit, 5 of your professionalism points will be awarded for completing the student survey. When you click submit, take a screenshot of the submission confirmation and post it to the dropbox. The rest of your professionalism grade will be determined by your timely submission of your assignments, with a 1-point deduction for each assignment posted late.

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### Unit 5:

#### **CLO5: Evaluate and explain the various Cold War philosophies and policies**

Objective 5.1 Describe what was meant by the Cold War

Objective 5.2 Discuss the options the U.S. had available as one of two of the World superpowers for co-existing with the other world superpower, the Soviet Union

Objective 5.3 Evaluate the choices the U.S. made with respect to containment and the countries the U.S. aligned itself with to implement this policy

### Unit 5 At a Glance

<b>Reading Assignment</b>	Chapter 27 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 5)
<b>Presentation for Points</b>	The Unit 2 presentation includes graded, interactive questions and will cover Chapter 27 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 5)
<b>Reading Companion</b>	Interactive quiz covering Chapter 27 of <i>Liberty, Equality, Power: A History of the American People, Volume II: Since 1863, 7<sup>th</sup> Edition</i> . (CLO 5)
<b>Discussion</b>	Discuss the challenges for different social or political groups in the Cold War era and the signals that changes were coming. (CLO 5)
<b>Homework</b>	In the context of the perception of a hostile global environment, evaluate and explain the various Cold War philosophies and policies to include a conclusion as to whether or not, from a current perspective, the policies were effective. (CLO 5)
<b>Exam</b>	The Unit 5 Exam covers the assigned reading and the Presentation. (CLO 5)
<b>Professionalism</b>	Every employer expects that you will report to work on time, and complete your work according to established schedules. Your professionalism grade will be determined by your timely submission of your assignments, with a 2-point deduction for each assignment posted late.

**Math 121/122 &  
English 121/122  
Course Outlines  
(lower-division)**



# *San Joaquin Valley College*

## Course Outline

**Division:** Business, Health, & Technical Studies  
**Program:** General Education

**Course Number:** MTH 121  
**Course Name:** College Algebra – Part A  
**Total Semester Units:** 3.0  
**Total Hours:** 45  
**Theory/Lecture Hours:** 45  
**Application/Lab Hours:** 0  
**Externship/Clinical Hours:** 0

### **Course Description:**

This course integrates technology with mathematics through the use of online learning resources, and covers the fundamentals and terminology of algebra. Topics include real numbers, complex numbers, order of operations, ratios/proportions, single and multiple step linear equations and inequalities, use of formulas, algebraic expressions, polynomials, systems of equations, graphing and quadratic equations. Students will utilize the metric and U.S. standard systems, and scientific notation. The fundamentals and terminology of geometry, including geometric shapes and the Pythagorean Theorem, will be provided. This course offers hands-on applications that allow students to relate to and to apply concepts to their field of study.

### **Recommended Prerequisites:**

Completion of the Study Plan created through self-assessment in MyMathLab in the Student Center

### **Course Learning Outcomes**

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

1. Solve linear equations and inequalities
2. Graph equations and functions
3. Solve systems of equations and inequalities
4. Factor polynomials and trinomials
5. Identify ratios and use them to solve applied problems

### **Grade Item Weights**

- 25% Quizzes
- 35% Projects/Homework
- 40% Exams

# *San Joaquin Valley College*

## Course Outline

### **Unit Objectives**

#### **Unit 1: Terminology**

**Upon completion of this unit of instruction the student will be able to:**

- 1.1 Define the properties of real numbers - the set and subsets of real numbers:
  - a. Whole numbers
  - b. Integers
  - c. Natural numbers
  - d. Rational numbers
  - e. Irrational numbers
- 1.2 Define algebraic expressions, equations, terms, and coefficients
- 1.3 Apply methods of translating algebraic expressions and equations
- 1.4 Combine like terms
- 1.5 Perform operations involving bases and integer exponents
- 1.6 Define terminology associated with geometry to determine perimeter, area, surface area, circumference and volume of geometric shapes
- 1.7 Convert between standard form and scientific notation

#### **Unit 2: Equations, Formulas, and Expressions**

**Upon completion of this unit of instruction the student will be able to:**

- 2.1 Utilize substitution to evaluate equations and expressions
- 2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
- 2.3 Determine if an equation has no solution or is an identity
- 2.4 Solve absolute value equations
- 2.5 Use formulas to determine perimeter, area, surface area, circumference and volume of geometric shapes

#### **Unit 3: Graphing**

**Upon completion of this unit of instruction the student will be able to:**

- 3.1 Recognize and interpret the slope, x-intercept, and y-intercept of a line
- 3.2 Use standard, slope-intercept, and point-slope equations of a line to identify and to solve for slope, x- and y-intercepts of linear equations
- 3.3 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
- 3.4 Recognize horizontal and vertical lines and their slopes
- 3.5 Graph a linear equation and linear inequalities

# *San Joaquin Valley College*

## Course Outline

### **Unit 4: Polynomials**

**Upon completion of this unit of instruction the student will be able to:**

- 4.1 Add, subtract, and multiply polynomials
- 4.2 Find the greatest common factor of a polynomial
- 4.3 Identify the components and differentiate the features of various polynomials
- 4.4 Use various methods to factor polynomials

### **Unit 5: Systems of Equations with Two and Three Variables**

**Upon completion of this unit of instruction the student will be able to:**

- 5.1 Classify systems of linear equations
- 5.2 Solve systems of linear equations by graphing, substitution, and elimination

### **Unit 6: Mathematical Models**

**Upon completion of this unit of instruction the student will be able to:**

- 6.1 Utilize concrete, situational data to create abstract mathematical models related to the real world
- 6.2 Evaluate ratios/proportions and perform dimensional analysis to carry out unit conversions and solve applied problems
- 6.3 Use basic geometry to solve design problems
- 6.4 Relate mathematical functions to career situations

# San Joaquin Valley College

## Course Outline

### Instructional Strategies and Methods for Assessing Student Learning Outcomes:

#### 1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

#### 2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

#### 3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

##### a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

##### b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

##### c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

##### d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

# *San Joaquin Valley College*

## Course Outline

**Division:** Business, Health, & Technical Studies  
**Program:** General Education

**Course Number:** MTH 122  
**Course Name:** College Algebra – Part B  
**Total Semester Units:** 3.0  
**Total Hours:** 45  
**Theory/Lecture Hours:** 45  
**Application/Lab Hours:** 0  
**Externship/Clinical Hours:** 0

### **Course Description:**

This course integrates technology with mathematics through the use of online learning resources, and covers the fundamentals and terminology of algebra. Topics include use of formulas, algebraic expressions, polynomials, systems of equations, exponential and logarithmic expressions and quadratic equations. Students will utilize rational and radical expressions, conics and functions. This course offers hands-on applications that allow students to relate to and to apply concepts to their field of study.

### **Course Learning Outcomes**

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

1. Simplify, multiply, and divide rational expressions
2. Simplify radical expressions and equations
3. Solve and graph quadratic equations
4. Evaluate and solve exponential and logarithmic functions
5. Identify and graph conics

### **Grade Item Weights**

- 25% Quizzes
- 42% Projects/Homework
- 33% Exams

# *San Joaquin Valley College*

## Course Outline

### **Unit Objectives**

#### **Unit 1: Terminology**

**Upon completion of this unit of instruction the student will be able to:**

- 1.1 Define the properties of real numbers - the set and subsets of real numbers:
  - a. Whole numbers
  - b. Integers
  - c. Natural numbers
  - d. Rational numbers
  - e. Irrational numbers
- 1.2 Define properties of complex numbers
- 1.3 Define algebraic expressions, equations, terms, and coefficients
- 1.4 Apply methods of translating algebraic expressions and equations

#### **Unit 2: Equations, Formulas, and Expressions**

**Upon completion of this unit of instruction the student will be able to:**

- 2.1 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
- 2.2 Determine if an equation has no solution or is an identity
- 2.3 Utilize substitution to evaluate equations and expressions
- 2.4 Combine like terms
- 2.5 Perform operations involving bases and integer exponents
- 2.6 Solve absolute value equations

#### **Unit 3: Polynomials**

**Upon completion of this unit of instruction the student will be able to:**

- 3.1 Add, subtract, multiply and divide polynomials
- 3.2 Find the greatest common factor of a polynomial
- 3.3 Classify polynomials into monomials, binomials, trinomials
- 3.4 Use various methods to factor polynomials
- 3.5 Identify and factor special products of perfect trinomial squares and differences of squares
- 3.6 Solve quadratic equations by factoring, completing the square, and using the quadratic formula

# *San Joaquin Valley College*

## Course Outline

### **Unit 4: Logarithms**

**Upon completion of this unit of instruction the student will be able to:**

- 4.1 Simplify logarithmic expressions by using the properties of logarithms
- 4.2 Convert between logarithmic form and exponential form

### **Unit 5: Rational and Radical Expressions**

**Upon completion of this unit of instruction the student will be able to:**

- 5.1 Find equivalent rational expressions
- 5.2 Simplify complex fractions
- 5.3 Multiply, divide, add, and subtract rational and radical expressions
- 5.4 Convert between radical and exponential form
- 5.5 Use the properties of exponents to simplify rational exponents
- 5.6 Simplify radical expressions

### **Unit 6: Conics**

**Upon completion of this unit of instruction the student will be able to:**

- 6.1 Define and graph a circle, ellipse, hyperbola, and parabola
- 6.2 Identify the special points and lines for a circle, ellipse, hyperbola, and parabola
- 6.3 Derive appropriate equations of a circle, ellipse, hyperbola, and parabola when given the special points

### **Unit 7: Functions**

**Upon completion of this unit of instruction the student will be able to:**

- 7.1 Determine if an equation is a function
- 7.2 Identify domain and range of functions
- 7.3 Graph functions using a table of solutions

# San Joaquin Valley College

## Course Outline

### Instructional Strategies and Methods for Assessing Student Learning Outcomes:

#### 1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

#### 2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

#### 3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

##### a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

##### b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

##### c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

##### d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F



# *San Joaquin Valley College*

## Course Outline

**Division:** Business, Health, & Technical Studies  
**Program:** General Education

**Course Number:** ENG 121  
**Course Name:** Composition and Reading – Part A  
**Total Semester Units:** 3  
**Total Hours:** 45  
**Theory/Lecture Hours:** 45  
**Application/Lab Hours:** 0  
**Externship/Clinical Hours:** 0

### **Course Description:**

This is the first in a 2-part college level English course. In this course, students will learn the foundation of critically reading and writing in a variety of rhetorical modes. Students will read various essays and literature, and apply critical analysis to their own writing. Students will practice all aspects of the writing process, and by the end of Part B, they will meet a goal of writing a minimum of 6000 words through a variety of assignments.

**Recommended Prerequisites:** Completion of the Study Plan created through self-assessment in MyWritingLab in the Student Center

### **Course Learning Outcomes**

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

1. Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences
2. Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification
3. Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing
4. Incorporate principles of research, sources, and APA documentation into original writing
5. Describe the connection between verbal and written communication and use these skills to present him/herself professionally
6. Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

### **Grade Item Weights**

- 17% Quizzes
- 50% Projects/Homework
- 33% Exams

# *San Joaquin Valley College*

## Course Outline

### **Unit Objectives**

#### **Unit 1: Principles of the Writing Process**

**Upon completion of this unit of instruction the student will be able to:**

- 1.1 Explain and utilize planning, shaping, drafting, revising, and editing skills
- 1.2 Identify steps of the Writing Process by reading and analyzing literary examples
- 1.3 Utilize planning and shaping in writing
- 1.4 Demonstrate pre-writing techniques
- 1.5 Apply revising strategies to improve his/her own writing
- 1.6 Work in collaboration with peers in the revision process
- 1.7 Use electronic resources to revise and develop writing
- 1.8 Apply APA format to all types of writing assignments

#### **Unit 2: Elements of a Complete, Coherent Essay**

**Upon completion of this unit of instruction the student will be able to:**

- 2.1 Identify and utilize basic essay formats
- 2.2 Create effective introductions and conclusions
- 2.3 Describe the elements of a thesis and identify them in written examples
- 2.4 Construct accurate and thoughtful thesis statements and topic sentences
- 2.5 Create unity and coherence by using transitional techniques and phrases

#### **Unit 3: Critical Reasoning and Analytical Reading**

**Upon completion of this unit of instruction the student will be able to:**

- 3.1 Identify the need for planning, flexibility, and metacognition in the thinking process
- 3.2 Employ close reading techniques to discuss and evaluate various literary examples
- 3.3 Identify the differences between verbal and written communication and use these skills to present professional writing
- 3.4 Use analytical skills to connect written and verbal communication
- 3.5 Analyze and evaluate various rhetorical modes of communication
- 3.6 Apply critical analysis to personal and professional writing
- 3.7 Analyze and evaluate various writing with peers

#### **Unit 4: Writing Skills**

**Upon completion of this unit of instruction the student will be able to:**

- 4.1 Demonstrate correct use of grammar, spelling, punctuation, sentence structure and word choice in college level writing
- 4.2 Demonstrate effective use of description and detail
- 4.3 Write in a variety of rhetorical modes, such as narration, description, definition, argument, persuasion, exemplification, cause-effect, comparison/contrast, classification, and analysis
- 4.4 Edit and proofread personal writing with peers
- 4.5 Practice enough writing to meet end goal of 6000 words by the end of Part B

# San Joaquin Valley College

## Course Outline

### Instructional Strategies and Methods for Assessing Student Learning Outcomes:

#### 1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

#### 2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

#### 3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

##### a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

##### b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

##### c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

##### d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

# *San Joaquin Valley College*

## Course Outline

**Division:** Business, Health, & Technical Studies  
**Program:** General Education

**Course Number:** ENG 122  
**Course Name:** Composition and Reading – Part B  
**Total Semester Units:** 3  
**Total Hours:** 45  
**Theory/Lecture Hours:** 45  
**Application/Lab Hours:** 0  
**Externship/Clinical Hours:** 0

### **Course Description:**

This course is the second portion of our college level English course. By building on the skills learned in Part A, students will continue to critically read and write in a variety of rhetorical modes. Students will read various essays and literature, and apply critical analysis to their own writing. In this course they will build information literacy skills through research, and describe the connection between effective communication and professionalism. Students will complete their goal of writing a minimum of 6000 words.

### **Course Learning Outcomes**

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

1. Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences
2. Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis
3. Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing
4. Incorporate principles of research, sources, and APA documentation into original writing
5. Demonstrate information literacy, including analytical use of an electronic environment, to effectively research
6. Describe the connection between verbal and written communication and use these skills to present him/herself professionally

### **Grade Item Weights**

- 17% Quizzes
- 50% Projects/Homework
- 33% Exams

# *San Joaquin Valley College*

## Course Outline

### **Unit Objectives**

#### **Unit 1: Principles of the Writing Process**

**Upon completion of this unit of instruction the student will be able to:**

- 1.1 Explain and utilize planning, shaping, drafting, revising, and editing skills
- 1.2 Identify steps of the Writing Process by reading and analyzing literary examples
- 1.3 Utilize planning and shaping in writing
- 1.4 Demonstrate pre-writing techniques
- 1.5 Apply revising strategies to improve his/her own writing
- 1.6 Work in collaboration with peers in the revision process
- 1.7 Use electronic resources to revise and develop writing

#### **Unit 2: Elements of a Complete, Coherent Essay**

**Upon completion of this unit of instruction the student will be able to:**

- 2.1 Identify and utilize basic and advanced essay formats
- 2.2 Create effective introductions and conclusions
- 2.3 Construct accurate and thoughtful thesis statements and topic sentences
- 2.4 Create unity and coherence by using transitional techniques and phrases

#### **Unit 3: Critical Reasoning and Analytical Reading**

**Upon completion of this unit of instruction the student will be able to:**

- 3.1 Identify the need for planning, flexibility, and metacognition in the thinking process
- 3.2 Employ close reading techniques to discuss and evaluate various literary examples
- 3.3 Identify the differences between verbal and written communication and use these skills to present professional writing
- 3.4 Use analytical skills to connect written and verbal communication
- 3.5 Analyze and evaluate various rhetorical modes of communication
- 3.6 Apply critical analysis to personal and professional writing
- 3.7 Analyze and evaluate various writing with peers
- 3.8 Analyze electronic research sources for quality

#### **Unit 4: Writing Skills**

**Upon completion of this unit of instruction the student will be able to:**

- 4.1 Demonstrate correct use of grammar, spelling, punctuation, sentence structure and word choice in college level writing
- 4.2 Demonstrate effective use of description and detail

# *San Joaquin Valley College*

## Course Outline

- 4.3 Write in a variety of rhetorical modes, such as narration, description, definition, argument, persuasion, exemplification, cause-effect, comparison/contrast, classification, and analysis
- 4.4 Edit and proofread personal writing with peers
- 4.5 Practice enough writing to meet end goal of 6000 words by the end of course

### **Unit 5: Academic Research and APA Documentation Skills**

**Upon completion of this unit of instruction the student will be able to:**

- 5.1 Apply APA format to pieces of personal writing
- 5.2 Practice proper APA documentation of sources
- 5.3 Recognize and avoid plagiarism
- 5.4 Demonstrate information literacy by identifying appropriate sources for inclusion in academic research
- 5.5 Locate and identify appropriate sources for inclusion in academic research
- 5.6 Use research techniques to find information through electronic and print resources
- 5.7 Use research sources to support and defend ideas

# San Joaquin Valley College

## Course Outline

### Instructional Strategies and Methods for Assessing Student Learning Outcomes:

#### 1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

#### 2. Required Reading, Writing, Projects, and Outside of Class Assignments:

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#### 3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

##### a) Writing Assignments:

- Written homework
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- Term or other papers

##### b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

##### c) Skill Demonstration:

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

##### d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

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70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F